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THE ALUMNI ASSOCIATIONS

The officers of the Alumni Associations for the current year are as follows:

GENERAL ALUMNI ASSOCIATION. Acting President, and Vice-President, H. C. Marble, '06; Secretary, F. E. Alexander, '12; Treasurer, A. B. Miller, '05.

WORCESTER COUNTY ALUMNI ASSOCIATION. President, Dr. M. B. Fox, '05; Vice-President, P. D. Wesson, '10; Secretary-Treasurer, L. M. Handy, '08.

BOSTON CLARK CLUB. President, George E. Cole, '11; Secretary-Treasurer, Fred M. Arnold, '09.

CLARK ALUMNI ASSOCIATION OF THE MIDDLE WEST. President, Dr. A. A. Day, '06; Vice-President, L. S. Parker, '09; Secretary-Treasurer, R. J. Godfrey, '14. Executive Committee, the officers above named and A. J. Peckham, '06, and W. G. MacLaren, '14.

CONNECTICUT VALLEY CLARK ASSOCIATION. President, O. M. Hayden, '14; Secretary-Treasurer, A. W. Burt, '12.

The General Alumni Association holds an annual meeting in connection with the Alumni Dinner at commencement time. This year the dinner will take place on the evening before Commencement Day, Wednesday, June 14.

The second annual convention of The Clark Alumni Association of the Middle West will be held on April 28 and 29, at

the University Club, Chicago. Dr. Gras will attend as a representative of the College. New officers will be elected, and the time and place of next year's convention will be decided upon.

ROLL OF GRADUATES

All graduates of Clark College have received the degree of Bachelor of Arts. This list contains, unless otherwise indicated, (1) the present residence of each alumnus; (2) his present occupation, with business address, if possible; (3) advanced degrees, if any, received since graduation. Cities here given are in Massachusetts unless the name of the state follows. Most of the following information is of very recent date, and all of it, unless otherwise indicated, has been received during the present academic year.

CLASS OF 1905

GEORGE ELMER ALLEN, 17 Plymouth St., Arlington. Salesman with the Fairbanks Co., 42 Pearl St., Boston.

WILLIAM ASHTON BENDER, 163 Hillside Ave., Glen Ridge, N. J. Assistant Chemist, Bureau of Chemistry, 641 Washington St., New York, N. Y.

SYLVANUS HAILE BOWEN, JR., 117 Stone Ave., Greenville, S. C. Paymaster with Gallivan Building Co. (Address last given.)

ROBERT IRVING BRAMHALL, Holden. Superintendent of Schools in Holden, Oakham, Paxton, Rutland. A. M., Clark University, 1906.

CLARENCE ARTHUR BURCH, Chao Hsien, via Wuhu, China. Acting Principal of Wuhu Union Academy for Spring Term.

LESLIE MILTON BURRAGE, 226 So. Atherton St., State College, Pa. Assistant Professor of French, Pennsylvania State College. M. Ph., University of Chicago, 1910; Certificat d' Assiduité, University of Grenoble, 1913.

WILLIAM JOSEPH CHISHOLM, 518 Audubon Rd., Boston. Master, Brookline High School.

FREDERICK NORTON COOKE, JR., 605 West 137th St., New York City. National Quartermaster, Boy Scouts of America, 200 5th Ave. A. M., Clark University, 1906.

ANDREW AMBROSE CROWLEY. (Address unknown.)

ROY MARION CUSHMAN, 14 John Eliot Sq., Roxbury. Director, Norfolk House Center.

GUY HENRY CUTTER, Jaffrey, N. H. Member of the New Hampshire Bank Commission. LL. B., Harvard University, 1908.

NELSON PETER DESSERT, 218 King Ave., Detroit, Mich. Cashier, Detroit Plant of the American Radiator Co. (Address last given.)

CHARLES ELBERT DISNEY, 2 Benefit St., Worcester. Teacher in the High School of Commerce. A. M., Clark University, 1907.

FRANCIS MARTIN DOHERTY, 4 Forestdale Road, Worcester. Attorney at Law, and Justice of the Peace, 314 Main St.

PHILIP AYRES EASLEY, 100 West Clifford St., Providence, R. I. Minister-in-charge, Grace Episcopal Church. After September 1st, Curate, St. James Episcopal Church, Madison Ave., at 71st St., N. Y. City. B. D., Drew Theological Seminary, 1908.

CHARLES F. WILLARD EDMANDS, 118 Myrtle Ave., Fitchburg. Teacher of Science and Mathematics, Fitchburg High School.

ARTHUR HOWARD ESTABROOK, 219 East 17th St., Indianapolis, Ind. With the Eugenics Record Office, Cold Spring Harbor, Long Island, N. Y. A. M., Clark University, 1906; Ph. D., Johns Hopkins University, 1910.

JOHN GOODRIDGE EWING, 22 Maple Ave., Ellenville, N. Y. Supervisor, New York, Ontario & Western Railway Co. (Address last given.)

MICHAEL BERNARD FOX, 6 Coral St., Worcester. Physician. M. D., Harvard Medical School, 1909.

FRANK HENRY GALE, 78 North Bend St., Pawtucket, R. I. Salesman for the Pillsbury Flour Mills Co., Minneapolis, Minn. (Address last given.)

JOHN RALPH GARBUTT, 8 Columbus St., Worcester. Garbutt Bros., Insurance and Real Estate, 339 Main St., Worcester.

BURTON NOBLE GATES, 42 Lincoln Ave., Amherst. Associate Professor of Bee Keeping, and Apiarist at Experiment Station, Massachusetts Agricultural College; Inspector of Apiaries, State Board of Agriculture of Massachusetts. A. M., Clark University, 1906; Ph. D., 1909.

PHILIP NORMAN GLAZIER, Stow. Paymaster, Roxbury Carpet Company, 37 Simmons St., Roxbury.

DEVNEY JOSEPH GREELISH, 91 June St., Worcester.

ROBERT BROWNING GREENWOOD, 22 Court St., Winchendon. S. A. Greenwood & Son, Insurance.

BERTON BROOKS HARRINGTON, Winchendon. With Brooks & Harrington, Manufacturers, Winchendon.

ELMER ADNA HARRINGTON, Chapel Hill, N. C. Professor of Physics, University of North Carolina. A. M., Clark University, 1906; Ph. D., 1915.

WILLIAM HAROLD KEITH, Brow-Vale Drive, Little Neck Hills, Long Island, N. Y. Insurance Engineer, with the Underwriters Bureau of the Middle and Southern States, 1 Liberty St., New York City. A. M., Clark University, 1906.

RALPH STEVENS KENEELY, 86 Salem St., Reading. With Parker, Holmes & Co., 600 Atlantic Ave., Boston.

LESLIE PHILLIPS LELAND, 238 Lincoln St., Worcester. Physician and Surgeon. M. D., Boston University School of Medicine, 1909.

RALPH GREARSON LINGLEY, 7 Hadwen Lane, Worcester. City Engineering Department, 33 City Hall.

LEON IRVING MADDEN, 122 Edgewood St., Hartford Conn. Physician. M. D., Harvard Medical School, 1910.

ALLAN BALCOM MILLER, 32 Westland St., Worcester. With the Worcester Mechanics Savings Bank; Vice-President and Secretary of the Miller Wire Cloth Company, 70 Commercial St.

CHARLES WINTHROP MILLER, Jaffna College, Vaddukaddai, Ceylon, India.

WALTER CORNELIUS MINSCH, Gold Road, Arizona. Engineer with Gold Road Mining Co.

WALDO DISRAELI PARKER. Assistant Treasurer of the R. B. Phillips Mfg. Co., Worcester. A. M., University of Michigan, 1909.

EDWARD ALOYSIUS RYAN, 37 Dayton St., Worcester. Lawyer, with Ryan, Ryan & Ryan, Attorneys and Counsellors at Law, State Mutual Building, Worcester. LL. B., Boston University School of Law, 1908.

HARRY SCHUERMANN, Maigasse, 25 IV, Graz, Austria. Opera Singer. A. M., Clark University, 1906.

HERMON LESTER SLOBIN, 1514 Brook Ave., S. E., Minneapolis, Minn. Assistant Professor of Mathematics, University of Minnesota. Ph. D., Clark University, 1908. (Address last given.)

HOWARD MARTIN SMITH. With the Produce Exchange, N. Y. City.

FREDERICK WILLIAM WALSH. Deceased.

REGINALD LESTER WEBB, 63 Beach Ave., Swampscott. Office Secretary, State Executive Committee, Y. M. C. A., 167 Tremont St., Boston. A. M., Clark University, 1906.

HAROLD CLAYTON WINGATE, West Boxford. Principal of the Barker Free Academy.

Graduated with Honor: Allen, Estabrook, Harrington, E. A., Parker. With High Honor: Dessert, Gates, Miller, C. W. With Highest Honor: Bramhall, Cushman, Slobin.

CLASS OF 1906

CHARLES WALTER BACON, 2024 F St., N. W., Washington, D. C. Assistant Physiologist, Bureau of Plant Industry, United States Department of Agriculture. A. M., Clark University, 1907; Ph. D., 1911.

FRANCIS MARSH BALDWIN, 806 South Third St., Champaign, Ill. Assistant in Embryology and Anatomy, University of Illinois. A. M., Clark University, 1907.

FERDINAND JOSEPH BELISLE, 72 Portland St., Worcester. Insurance Broker, with Greene & Bates, 405 Main St.

SAMUEL ROBERT COGHLAN, La Fundicion, Peru. Night Superintendent, Cerro de Pasco Mining Co. (Address last given.)

ALEXANDER ALFRED DAY, 5036 Blackstone Ave., Chicago, Ill. Department of Bacteriology, Northwestern University Medical School, Chicago, Ill. M. D., Harvard Medical School, 1911.

WILLIAM WESTON EVANS, 2 Montague St., Worcester. In the Insurance Business.

GEORGE EDWARD GAGE, 27 Sunset Ave., Amherst. Associate Professor of Animal Pathology, Massachusetts Agricultural College. A. M., Yale University, 1907; Ph. D., 1909.

STEPHEN DELANO HADLEY, JR., 28 Werner Park, Rochester, N. Y. Treasurer, D. & H. Mfg. Jewelers, Inc., 200 Monroe Ave. (Address last given.)

STEPHEN PERHAM JEWETT, River Crest Sanitarium, Astoria, L. I., N. Y. M. D., New York Medical College and Flower Hospital, 1910.

HENRY CHASE MARBLE, 28 Commonwealth Ave., Boston. Physician. M. D., Harvard Medical School, 1910.

CARLETON BELL NICKERSON, 115 South Park St., Halifax, Nova Scotia. Instructor in Chemistry, Dalhousie University. A. M., Clark University, 1907. (Address last given.)

WILLARD LOUIS OSBORN, 9 Ferdinand St., Worcester. Teacher, Sycamore Street branch, High School of Commerce.

ALBERT JUDSON PECKHAM, Burr Oak, Mich. Secretary and General Manager, Southern Michigan Telephone Company.

TIMOTHY JOSEPH STEVENSON, 12 Suffield St., Worcester. Teacher, High School of Commerce. A. M., Clark University, 1907.

JERRY MORTIMER WAKEFIELD, Oxford.

Graduated with Honor: Wakefield. With High Honor: Bacon.

CLASS OF 1907

JACOB ASHER, 1 Marion Ave., Worcester. Attorney at Law, 542 Slater Building. LL. B., Columbia University, 1910.

ELWIN IRVING BARTLETT, Spencer. Superintendent of Schools, Spencer.

OTTO FERDINAND BOND, 3202 West Ave., Austin, Texas. Instructor in Romance Languages, University of Texas. A. M., Ohio State University, 1912.

LEON EDWIN FELTON, 163 Mayfield St., Worcester. Attorney, Erskine & Felton, 946 Slater Building. LL. B., Harvard University, 1910.

ALBERT MAX FRIEDMAN, 3 Chapin St., Worcester.

ROLLAND RAWSON GREENWOOD, 7 Hadwen Lane, Worcester. Instructor in English, High School of Commerce. A. M., Clark University, 1908.

ARCHIBALD MOSES HILLMAN, 75 Providence St., Worcester. Attorney at Law, 727 Slater Building. LL. B., Harvard University, 1910.

ROBERT BATES HUNT, 745 Massachusetts Ave., Boston. First Assistant Resident Physician at the South Department of the Boston City Hospital. M. D., Harvard Medical School, 1911.

CHARLES HENRY SAFFORD KING, 2436 Derby St., Berkeley, Cal. Teaching Fellow, University of California.

PAUL MILTON MACKLIN, Grafton. Principal of the High School.

HENRY CARBEE MANN, Woodsville, N. H. Drug Clerk, with E. B. Mann & Co.

GEORGE HAMMOND MIRICK, 11 Oberlin St., Worcester. Attorney, 727-728 State Mutual Building.

WILLIAM JOHN MONTGOMERY. A. M., Clark University, 1908; Ph. D., 1911. Deceased.

LYMAN BARTLETT PHELPS, Bernardston. Principal, Powers Institute.

CHARLES LYNCH PHILLIPS, Pyeng Yang, Chosen, Japan. Missionary of the Presbyterian Church.

HOWARD LADD QUIMBY, 1813 North Logan Sq., Philadelphia, Pa. Student of Medicine. (Address last given.)

IWAR SIGURD WESTERBERG, 2326 12th Ave., N., Seattle, Wash. Teacher. A. M., Harvard University, 1908.

Graduated with Honor: Hillman, Mann, Montgomery, King. With High Honor: Felton, Bond, Phelps. With Highest Honor: Asher, Westerberg.

CLASS OF 1908

REGINALD ROSCOE CHAFFEE, 700 W. College Ave., State College, Pa. Assistant Professor of Forestry, Pennsylvania State College. M. F., Harvard University, 1910.

ERNEST WOODWARD DEAN, 2354 Sherbrooke St., Pittsburgh, Pa. Assistant Organic Chemist, U. S. Bureau of Mines. A. M., Yale University, 1912; Ph. D., 1914.

LEWIS WINSLOW EVERETT, 9 Beeching St., Worcester. With the Norton Company.

LEROY MARSHALL HANDY, 8 Kimball St., Worcester. Teacher of English and German, High School of Commerce.

WILMOT W. GLIDDEN HASTINGS, 69½ N. 18th St., Portland, Ore. United States Forest Service. M. S. F., University of Michigan, 1910. (Address last given.)

EDWARD HUBBARD, JR., Dagoon, Arizona. Tungsten Mining Engineer.

JOHN HAWLEY LARNED, Asheville School, Asheville, N. C. Master in French, Asheville School.

EARL SPEAR LEWIS, 59 Davis Ave., Auburn, Me. Submaster, and Instructor in History and Civics, Edward Little High School.

JULIAN IRA LINDSAY, Burlington, Vt. Instructor in English, University of Vermont. A. M., Harvard University, 1910.

WILLIAM LAWRENCE MILLEA. Instructor in Obstetrics; Resident Obstetrician, Johns Hopkins University. M. D., Johns Hopkins University, 1912.

OWEN WESLEY MILLS, New Wilmington, Pa. Professor of Biology, Westminster College. A. M., Clark University, 1909. (Address last given.)

GEORGE FRANCIS MORIARTY, 120 Austin St., Worcester. Instructor in French and English, Chauncy-Hall School, Boston.

THOMAS FRANCIS POWER, University Club, State College, Pa. Assistant Professor of Physical Chemistry, Pennsylvania State College. A. M., Clark University, 1909.

CARLTON EARL RICHARDSON, Hilltop Y. M. C. A., Mt. Oliver Station, Pittsburgh, Pa. Teacher of English and History, South High School, Pittsburgh. A. M., Clark University, 1909.

ROBERT EVERETT ROCKWOOD, 32 Conant Hall, Cambridge. Instructor in French, Harvard University. A. M., Harvard University, 1915.

CLARENCE DELETTE WRIGHT, 3001 24th St., N. E., Washington, D. C. Organic Chemist, Bureau of Chemistry, United States Department of Agriculture. A. M., Clark University, 1909; Ph. D., 1911.

Graduated with Honor: Rockwood. With High Honor: Millea. With Highest Honor: Dean, Wright.

CLASS OF 1909

FRED MCKENZIE ARNOLD, 11 Seaborn St., Dorchester. Editor with Superintendent and Foreman Co., 127 Federal St., Boston.

GEORGE MYRON BARROWS, 59 Pleasant St., Ayer. With Massachusetts State Bureau of Statistics. A. M., Clark University, 1910.

ARNOLD AINSLIE BENT, 30 West Broadway, Gardner. S. Bent & Bros., Inc., Chair Manufacturers. (Address last given.)

GEORGE DAVIS BIVIN, Goshen College, Goshen, Ind. Department of Psychology, Education, and Philosophy. A. M., Clark University, 1910; Ph. D., 1913.

CLARENCE NORMAN BOYNTON, 605 No. 2nd Ave., Phoenix, Ariz. Pathological Laboratory, 315 Goodrich Bldg. A. M., Yale University, 1910.

SAMUEL FRANKLIN BUMPUS, 19 Milk St., Newburyport. General Secretary of the Y. M. C. A.

ROLAND PROVOOST CARR, 507 Pleasant St., Worcester. Supervising Principal of the Slatersville Grammar School, Slatersville, R. I.

HOWARD ELIAS CHASE, 4 Lyman Terrace, Dorchester. With William H. Claflin & Co., Inc., Wholesale Paper, 332-340 Summer St., Boston.

EDWARD WALTER CLARE, 213 High St., Fall River. Assistant Manager, W. T. Grant Co. A. M., Clark University, 1910.

EDWIN LEAVITT CLARKE, Clinton, N. Y. Assistant Professor of Sociology and Economics, Hamilton College. A. M., Clark University, 1911.

CHARLES SAMUEL CURTIS, care of Grenfell Mission, St. Anthony, Newfoundland. M. D., Harvard Medical School, 1913.

CLARENCE OLIVER DAVIS, 19 Myrtle St., Boston, Mass. With the Standard Plate Glass Company, 30 Sudbury St., Boston.

GLENN MERRILL DAVIS, 200½ Waverly Ave., Syracuse, N. Y. Teacher in Modern Language Department, Central High School.

HOWARD KIRKBRIDE DILTS, 181 West Summit St., Somerville, N. J. Principal of the Somerville High School.

WALTER SEWARD FOLEY, 1042 South Frazier St., Philadelphia, Pa. Instructor in Mathematics and Science, Philadelphia Trades School. A. M., Clark University, 1910.

CHARLES WESLEY GRACE. Deceased.

JOHN LEROY HUGHES, Storrs, Conn. Instructor of Chemistry, Connecticut Agricultural College. A. M., Clark University, 1910.

ARTHUR WILDER KALLOM, 19 Ossipee Road, Somerville. Assistant in the Department of Educational Investigation and Measurement, Boston. A. M., Clark University, 1910.

KARL JOHAN KARLSON, 6 Wyman St., Worcester. Lecturer in Philosophy, Clark University. A. M., Clark University, 1910; Ph. D., 1912.

CHARLES LAWLER KELLEY, 39 May St., Worcester. Student, Harvard University.

B. WOODWARD LANPHEAR, Kimball Union Academy, Meriden, N. H. Instructor in History and Master of Bryant Hall, Kimball Union Academy.

HARVEY KENT LESURE, 5602 Stewart St., W. Philadelphia, Pa. Foreman, Transmission Lines and Substations, Pennsylvania Railroad, Philadelphia.

CLINTON NICHOLS MACKINNON, Athens, Ohio. Assistant Professor of English, Ohio University. A. M., Yale University, 1911.

ASHLEY ROBERT NAGLE, 88 Chatham St., Worcester. Teacher, Groton School, Groton.

LESTER SILAS PARKER, 1063 Dakin St., Chicago, Ill. Teacher of Biology, Lane Technical High School.

THOMAS LEON PATTERSON, 24 Frontenac St., Kingston, Ontario, Can. Assistant Professor of Physiology, Queen's University, Medical Faculty. A. M., Kansas City University, 1911; M. Sc., University of Chicago, 1915.

WILLIAM FREDERICK PHELAN, 17 Merrick St., Worcester. (Address last given.)

CLARENCE PROUTY SHEDD, 7 Appleton St., Watertown. State Student Secretary, Y. M. C. A. of Massachusetts and Rhode Island, 167 Tremont St., Boston. A. M., Clark University, 1914.

THOMAS WILLIAM A. SHEEHAN, Orono, Me. Instructor in English, University of Maine. A. M., Pennsylvania State College, 1915.

NICHOLAS ARTHUR CLARKE SMITH, 7 Lowell St., Worcester. Chemist, 516 Park Bldg., Worcester.

EDMUND DAVID STYLES, Oakdale. With the Graton & Knight Mfg. Co., Worcester.

Graduated with Honor: Davis, Dilts, Parker, Shedd. With High Honor: Clarke. With Highest Honor: Kallom, Smith.

CLASS OF 1910

RALPH WESLEY BALDWIN, Black Lake, Idaho.

BYRON WINFRED BARKER, West Boylston. With the Grocery Department of the Denholm & McKay Co., Worcester. (Address last given.)

JOSEPH PUTNAM CROSS, Huntington. Drug Business. (Address last given.)

HAROLD JAMES CUTLER, No. 22 Bank of B. N. A. Bldg., Edmonton, Alta, Can. Dentist. D. M. D., Harvard Dental School, 1915.

HENRY ABBOTT DODGE, Davenport Block, Greenfield. LL. B., Boston University, 1913.

EDWARD JOHN DOLAN, 21 Massasoit St., Northampton. Instructor in the High School.

PHILIP STONE DONNELL. Electrical Engineer, with the Western Electric Company, 463 West St., N. Y. City. M. E. E., Harvard Graduate School of Applied Science, 1915.

PERLIE PETER FALLON, 34 De Forest Ave., Summit, N. J. LL. B., Columbia University, 1913.

WILLIAM JAMES FAY, Hartford, Conn. Physician, Hartford City Hospital. M. D., Harvard University, 1914.

HAROLD LUTHER FENNER, 19 Wetherell St., Worcester. Teacher of History, High School of Commerce.

ROLLO FRANCIS FLETCHER, 1165 N. Dearborn St., Chicago, Ill. Registrar at the Thomas Arnold School, Chicago.

JAMES KELLY FOSTER, 142 Henry St., Brooklyn, N. Y. Attorney, 50 Court St., Brooklyn, N. Y. LL. B., Albany Law School, Union University, 1903.

HAROLD FRANCIS FULLER, 11 Nye Ave., Newark, N. J. Teacher of Applied Mathematics, Boy's Vocational School. A. M., Clark University, 1911.

HENRY SYLVESTER HASKINS, 2 Park Ave., Winchester. Secretary, Massachusetts Peace Society, 31 Beacon St.

GEORGE DAVID HEARN, 22 Ridgewood Ave., Holyoke. Instructor in Botany and Science, Holyoke High School; Supervisor of the Home and School Gardens, Holyoke.

IRVING ARLINGTON HINKLEY, Colebrook, N. H. Principal, Groveton High School, Groveton, N. H. A. M., Clark University, 1911. (Address last given.)

HOWARD ALGERNON HOLT, 30 Pine St., Peterborough, N. H. (Address last given.)

ROY FRANCIS HOWES, 6 W. Park St., Stockton, Cal. Instructor in History, High School. A. M., Leland Stanford, Jr., University, 1912. (Address last given.)

GORDON ALBERT HUBLEY, 4 Rockport Road, Worcester. Waste Products Co., 134 Exchange St.

JOSEPH S. KADESCH, 56 West Elm St., Brockton. Sub-master and Head of the English Department in the Brockton High School.

ISRAEL LURIER, 9 Fox St., Worcester. Expects to go into institution work. M. D., Harvard Medical School, 1914.

ROBERT HENRY LUTHER, 246 Salisbury St., Worcester. With the Provident Life & Trust Co., 390 Main St.

GEORGE WILLIAM MACKAY, Tamsui, Formosa, Japan. Teacher. A. M., Clark University, 1911.

DANIEL JOSEPH MARSHALL, 61 Prospect St., Worcester. Real Estate and Insurance Broker, Room 827 Slater Building.

JOHN EDWARD MILLEA, 820 Massachusetts Ave., Cambridge. Efficiency Engineer with the Simplex Electrical Heating Company, Cambridge. M. B. A., Harvard University, 1914.

ACHILLES HENRY MONAT, 106 W. Superior St., Duluth, Minn. Proprietor, Walk-Over Boot Shop. (Address last given.)

CURTIS HUGH MORROW, 14 Chadwick St., Worcester. Assistant Librarian, American Antiquarian Society. A. M., Clark University, 1911.

DONALD PERLEY. Deceased.

WALLACE FRANK POWERS, Richmond College, Richmond, Va. Associate Professor of Mathematics and Physics. A. M., Clark University, 1911; Ph. D., Clark University, 1914.

FLOYD ABNER RAMSDALL, 11 Dover St., Worcester. Teacher in High School of Commerce, Worcester.

WARREN MCKENDREE RASELY, 117 Fairfield St., Worcester. With the Worcester County Institution for Savings, 365 Main St., Worcester.

DANIEL JOHN READEY, Camp Santalon, Commanding Officer's Quarters, Pasig, Rezal, P. I. First Lieutenant, Philippine Constabulary.

ALLAN GALE RICE, 9 Isabella St., Worcester. Teacher in the Worcester South High School. A. M., Clark University, 1913.

CARROLL WARD ROBINSON, 10 Linden Road, Melrose. Head of the English Department, Melrose High School.

ROGER WILLIAM SCHOFIELD, 80 Apricot St., Worcester. Physician. M. D., Harvard Medical School, 1914.

OTIS CHAFFIN SHELDON, 181 Division St., Schenectady, N. Y. In the Engineering Department, American Locomotive Company.

ROBERT LUTHER SIBLEY, 840 Ruth Ave., Akron, O. Instructor in Chemistry, University of Akron. A. M., Clark University, 1911.

HORACE KENNEDY SOWLES, 15 Idlewild St., Allston. Surgical House Officer, Massachusetts General Hospital. M. D., Harvard Medical School, 1915.

HAROLD FREDERIC STIMSON, 70 Woodland St., Worcester. Research Assistant to Professor Webster, Clark University. A. M., Clark University, 1911; Ph. D., 1915.

HUBERT EMERSON STODDARD, East Brookfield. Wholesale Market Gardening.

ROBERT JAMES STREETER, Brimfield. Teacher, Framingham High School. A. M., Clark University, 1912.

ARTHUR CORBIN TAFT, Oxford. With the Norton Co., Worcester.

HORATIO WINFIELD THOMAS, Keeseville, N. Y. Attorney at Law. LL. B., Albany Law School, 1912.

PHILIP DANIELS WESSON, 15 So. Lenox St., Worcester. Lawyer, 311 Main St., Worcester. LL. B., Harvard Law School, 1914.

LUCIUS BRIGHAM WHEELER, 64 Mt. Vernon St., Boston. With the Dennison Manufacturing Co., 26 Franklin St. (Address last given.)

RALPH HATHEWAY WHITE, Y. M. C. A., Camden, N. J. Teacher of Physics in the High School. A. M., Clark University, 1911.

ROBERT MORSE WOODBURY, 207 Linden Ave., Ithaca, N. Y. Instructor in Economics, Cornell University. A. M., Clark University, 1912; Ph. D., Cornell University, 1915.

Graduated with Honor: Fuller, Haskins, Schofield. With High Honor: Foster, Howes, Streeter, Wesson, White. With Highest Honor: Powers, Woodbury.

CLASS OF 1911

Degree conferred on Founder's Day, 1911

HERBERT GAMMONS, Cornwall-on-Hudson, N. Y. Teacher in the Stone School. (Address last given.)

ERNEST LUDWIG ANDERSON, 25 Duxbury Road, Worcester. Attorney at Law, 519-520 State Mutual Building.

DAVID J. ARNOLD, 153 Dodge Ave., Akron, Ohio. With the Firestone Tire and Rubber Company, Akron.

RAY DEARBORN ARNOLD, 6 Pearl St., Wakefield. Head of French Department, High School, Wakefield.

DOUGLAS BASNETT, 53 Washington Sq., So., New York City.

GARDNER CHENEY BASSET, 6831 Reynolds St., Pittsburgh, Pa. Assistant Professor of Educational Psychology, and Director of the Psychological Clinic, University of Pittsburgh. Ph. D., Johns Hopkins University, 1913. (Address last given.)

GLENN ROMEYNE BENNETT, 39 West 95th St., New York City. Teacher of Mathematics and Science in the Columbia Grammar School, 7 W. 93rd St.

CHARLES FRANCIS BOYLE, 70 Hamilton St., Worcester. Lawyer, with Meagher & Zaeder, 311 Main St. LL. B., Boston University School of Law, 1914.

HERMAN EVERETT BROWN, 5720 15th Ave., N. E., Seattle, Wash. Student in the Law School, and Teaching Fellow in European History, in the University of Washington.

JOHN FRANCIS BUTLER, 1930 Pennsylvania Ave., N. W., Washington, D. C. With the Bureau of Commerce. (Address last given.)

ALLAN LORAINÉ CARTER, Athens, Ohio. Assistant Professor of German, Ohio University. A. M., Northwestern University, 1913.

FRED WINFRED CHAPLIN, 319 Lovell St., Worcester. Special Student, Worcester State Normal School. A. M., Clark University, 1913.

WALLACE STREETER CHILSON, 215 Academy St., South Orange, N. J. Instructor in Mathematics, South Orange High School. A. M., Columbia University, 1912.

FRANK HOWARD CLANCEY, 18 Winslow St., Worcester. Actor, with the Company of Mr. Robert B. Mantell.

GEORGE ELLSWORTH THOMAS COLE, 83 Union St., Watertown. Superintendent, Harvard Co-operative Society, Cambridge.

WILLIAM ROBERT COOK, 53 Bonn Place, Weehawken, N. J. Instructor in Science, Union Hill High School, Union Hill, N. J.

STANLEY WALKER CUMMINGS, Deerfield. Assistant Principal, Deerfield Academy and Dickinson High School.

JOSEPH FEINGOLD, 58 Providence St., Worcester. Student in the Harvard Law School. A. M., Columbia University, 1912.

SAMUEL WINFIELD HIRSCH, 9 Pelham St., Worcester. Teacher, Sycamore Street Branch, High School of Commerce. A. M., Clark University, 1912.

HARRY LOUIS JACKSON, 3210 Arthington St., Chicago, Ill. Engaged in Social Work. A. M., Clark University, 1912.

REUBEN KAUFMAN, 1445 St. Nicholas Ave., New York, N. Y. Rabbi of Congregation Mt. Sinai, Washington Heights, New York, N. Y. A. M., Columbia University, 1912; Rabbi, Jewish Theological Seminary.

ROBERT KIRKPATRICK, Granville Canadian Special Hospital, Ramsgate, Kent, England. Quartermaster, Canadian Army Medical Corps. M. Sc., McGill University, 1913.

EDMUND RANDOLPH LAINE, JR., 304 Union St., Springfield. Minister of St. Andrew's Episcopal Church, Ludlow. Graduate of the General Theological Seminary, 1914.

ROBERT HERBERT LOOMIS, 102 Lake View Ave., Cambridge, Mass. Graduate Student, and Assistant in Social Ethics, Harvard University.

ROY STANLEY MELVIN, 28 Hopkins St., Hartford, Conn. With the *Hartford Courant*.

ALBERT FREDERICK NORRIS, 24 Princeton St., Worcester.

JOHN WILLIAM OAKES, JR., 161 Institute Road, Worcester. Instructor, High School of Commerce.

FRANK WILLIAMS PETERS, 21 West Cedar St., Boston. With Dennison Mfg. Co., 26 Franklin St., Boston.

HAROLD ANDRUS PRESTON, 91 West Highland Ave., Melrose Highlands. Scientific Assistant with the U. S. Department of Agriculture, Bureau of Entomology.

ARTHUR REMI RACINE, 4803 St. Charles Ave., New Orleans, La. Instructor in French and Spanish, Rugby Military Academy.

CHARLES WEBSTER ST. JOHN, Rio Piedras, Porto Rico. Professor of Psychology and Education, University of Porto Rico. A. M., Clark University, 1912.

WILLIAM KENDRICK SCHWAB, 1023 Oakland Ave., Milwaukee, Wis. Department of History, Academic Department in the German-English Academy, and the German-American Teacher's Normal School. A. M., Clark University, 1912.

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CLASS OF 1912

Degree conferred on Founder's Day, 1912

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PHILLIPE ARMAND TETRAULT, Biology Department, Purdue University, Lafayette, Ind. Instructor, Purdue University. M. S., Purdue University, 1914.

RALPH HOYT THAYER, Miyazaki, Hyuga, Japan. Teacher of English, Government School.

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WARREN CLIFFORD WHITMAN, 25 Albion St., Somerville. Manufacturing Chemist, H. A. Johnson Company, 221 State St., Boston. S. B., Massachusetts Institute of Technology, 1915.

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Graduated with Honor: Bemis, Frame, Johnson, C., Morton, Sara-
sohn, Smith, J. A., Sturtevant. With High Honor: Dibble, Gaylord,
Miner, Smith, M. M., Wheeler. With Highest Honor: Maynard, Peckham.

CLASS OF 1913

Degrees conferred on Founder's Day, 1913

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CHARLES EVERETT COYNE, Chamber of Commerce, Holyoke. Secretary, Chamber of Commerce.

LEO GILBERT CUMMINGS, 66 California St., Stratford, Conn. Science Teacher, High School. A. M., Wesleyan University, 1915.

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WILLIAM OSCAR HORNE. Left New York the first of April for Germany.

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JOHN LUND, Lanier Home School, Eliot, Maine. In charge of work in Literature and Dramatics, Lanier Home School. A. M., Columbia University, 1914.

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Graduated with Honor: Gage, Gibney. With High Honor: Day. With Highest Honor: Averill.

CLASS OF 1914

Degrees conferred on Founder's Day, 1914

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EARNEST EDWARD EELLS, 203 Hodge Hall, Princeton, N. J. Student in Princeton Theological Seminary and Princeton University.

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FREDERICK AZEL FENTON, West Lafayette, Ind. Scientific Assistant, U. S. Bureau of Entomology. M. S., University of Wisconsin, 1915.

HAROLD ALLEN FERGUSON, 145 Woodland St., Worcester. Scholar in Sociology, Clark University. Assistant in Economics, Clark College.

HARDY HAUGHRAN GORDON. Student, Harvard Graduate School of Business Administration.

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CLASS OF 1915

Degrees conferred on Founder's Day, 1915

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CLASS OF 1916

Degree conferred on Founder's Day, 1916

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THE FOUNDER'S DAY ADDRESS

THE WAR PROBLEM AND THE OBLIGATIONS OF THE COLLEGE

BY PROFESSOR GEORGE H. BLAKESLEE

In looking back over the past thousand years of European civilization, we must often be struck by the fact that much of Europe's most intense and longest continued suffering has been caused by a failure not so much of character as of intellect, not so much by wrong-meaning as by wrong-thinking. The centuries of religious wars were due, not to the fact that the men of those ages were worse in character than those of the present, but to their failure to see that armed force is not the appropriate method for extending spiritual truth. The long continued religious persecution, the inquisition and the martyr's stake existed because the men of the past had not come to the belief or conviction that toleration in religious matters is correct state policy. The hundreds of thousands of executions for witchcraft were not due to the wickedness of past generations. In fact, the court which met at Salem was probably composed of better men, by any reasonable standard which we could apply, than any court which has been held anywhere in the United States within recent decades; yet it condemned to death many perfectly innocent men and women. The failure was an intellectual one, caused by the belief that witches could possess and control human beings. In each of these cases what was needed, above everything else, was correct judgment and accurate thinking.

In the world's tragic suffering of to-day we have a similar situation. The failure to find some means of regulating the intercourse of states without recurring war has been due, in the recent past, not so much to wrong-meaning as to wrong-thinking. The vast majority of mankind are anxious to avoid the necessity of war; but the best thought of the world

does not know how this may be done. The problem is primarily an intellectual one, perhaps the greatest civilization has ever had to solve. It deals, to be sure, with elements now charged with passion, hate, selfish idealism and national egoism, but it is nevertheless essentially an intellectual problem and as such is of particular concern to the intellectual world—to colleges and universities in this and other lands.

It may be well, in the first place, to consider the general thought of the world in regard to war, the possibility of making the present "the last war" and the means by which this may be brought about.

It must be admitted, at the start, that there are some who believe in occasional war as a good national tonic. We all remember Von Moltke's famous expression: "Permanent peace is a dream, and not even a beautiful dream at that—no nation ever yet enjoyed a protracted peace without sowing the seeds of ineradicable decline." According to this school of thought, war is needed now and then to develop national hardihood and self-sacrifice. Closely allied to this extreme militaristic view, is that which holds that the state should make war, cold-bloodedly, as a matter of policy, whenever it may secure any national advantage by it. We instinctively turn to Bernhardi, as the great exponent of this creed. But Bernhardis are not limited to Germany, although they exist there in far too great numbers; they are found in Great Britain, as present-day Teutonic apologists prove by quotations from their writings. We even have some of them here in our own midst, as is shown by the following quotations which well express their militaristic philosophy: "Every nation to be respected must have an imperial ambition;" "world empire is the only logical and natural aim for a nation;" and "it is the absolute right of a nation to live to its full intensity, to expand, to found colonies, to get richer and richer by any proper means such as armed conquest." All three of these statements are from recent issues of *The Seven Seas*, the official publication of the Navy League of the United States. The last quotation continues, "Such expansion as an aim is an inalienable right

and in the case of the United States it is a particular duty." What, let us note, is our "particular duty?" Expansion by armed conquest—according to the journal of our Navy League.

Men with these views we find in some proportion in every country. But fortunately they are in the minority; even in militaristic Germany they are in the minority, however influential we may regard them. Bernhardt himself admits that he wrote his famous book in order to turn the mass of the German nation from peaceful to militaristic ideals. He says: "They (the German people) have to-day become a peace-loving—an almost too peace-loving nation. A rude shock is needed to awaken their warlike instincts;" and further on he speaks of "the aspirations for peace which seem to dominate our age and threaten to poison the soul of the German people." This idea, that the Germans as a whole are not militaristic, is endorsed by the British writer, Norman Angell, who says, "When the German Government desired to get its budgets voted in the Reichstag, it was obliged to disavow any intention of aggression and to base its appeal on the danger that Germany was exposed to." From a French source, evidence of the non-aggressive character of the mass of the German people may be found in the secret report on public opinion in Germany, which was prepared by the French Embassy in Berlin in 1913, and recently published in the French collection of diplomatic war correspondence.

The great majority of the people in every civilized nation do not wish war, and do not believe in it either as a good in itself or as a policy of calculated aggression; but they do propose to defend their country, as well as its policies, and to fulfill their national obligations. Men with such views generally believe in the policy of adequate national preparedness. Their motto is: "Peace by Preparedness." The idea that international peace is to be secured by national preparedness seems to be the popular one in each great country to-day, but it shows the loose thinking so characteristic of this field. Of course, if there is danger of war, no nation, without great risk,

can be without reasonable preparation for the defence of its territory and its national policies. It is obvious that a nation which can probably win any war waged against it, is reasonably, although not certainly, safe from attack. As Winston Churchill, recently First Lord of the British Admiralty, once said: "The way to secure peace is to be so strong that victory in the event of war is certain." This same view was recently expressed by one of our own Rear Admirals, A. M. Knight, when testifying before the House Committee on Naval Affairs. "Isn't this true," he was asked, "that if we are going to have a naval defense that is a sure defense, we must have the biggest navy afloat?" "It is," answered the Admiral.

Let us cease, however, to be merely nationalistic and take a world view. Each nation cannot be stronger than every other, but only on such a basis may we have world peace by world preparedness. Each nation cannot maintain the two power standard against all the others. Each international alliance cannot be stronger than every other. One may sooner raise one's self by one's boot straps than maintain world peace by world preparedness. A similar idea that the money which the world spends on armies and navies is an insurance against war, is also due to a lack of clear thinking. The world as a whole never spent so much in insurance against war as in the years immediately before 1914. This supposed insurance not only did not prevent the worst war in history, but it was itself a very large factor in causing the war.

We may see the fallacy of world peace by world preparedness by examining the doctrine from the standpoint of our own country. We need to be better prepared, it is claimed. Agreed. Under present conditions we certainly do need to be better prepared. But what is necessary preparation? The Administration urges a certain increase in our army and navy which is obviously a compromise proposal. The General Board of the navy, however, has come out for a navy equal to the strongest in the world, that is, equal to that of Great Britain. But even should we have such a navy, we would not be quite secure; for if we had war with Great Britain we

would very probably have to fight the combined navies of the British allies, Japan, France, Russia, and Italy. Perhaps it is in view of this possibility, that the organ of our Navy League, in three recent articles, demands a United States navy twice the size of the British. It adds that the necessary initial expenditure of two thousand millions of dollars should not be permitted to stand in the way of the plan. Suppose we adopt this perfectly logical national program and attempt to build a navy twice that of the British. The British will then say, and, as a fact are already saying, that the United States has no real need of a great navy, for it has no important over-sea possessions, but that the very existence of their empire depends upon their keeping control of the ocean. Great Britain therefore will do its very utmost to maintain a navy much larger than that of the United States—Lord Rosebery so stated only a few weeks ago—and substantially half again as large as that of Germany. This attitude is perfectly correct from a British national viewpoint. As for Germany, it believes that it has failed to win the present war because inadequately prepared on the ocean. Germany will then also struggle to build a fleet fully equal to the strongest in the world. This too is perfectly logical from a German national point of view. But from a world view—from the view of those who wish to regulate the international life of the world without recourse to war—the whole thing is both impossible and ridiculous. Each navy cannot be the strongest.

This attempt to have the largest navy in the world or one equal to the largest, so clearly desirable from each national viewpoint, will, from a world view, simply lead to a wild competitive race in navy building. No nation can have any absolute standard for its navy: it aims merely to be stronger on the water than any other nation. Our Naval Board some-time ago recommended forty-eight battleships; but there is nothing sacred about the number forty-eight, nothing in the length of our coastline, the provisions of our federal Constitution, or the moral nature of our citizens which makes it necessary to have just forty-eight battleships. It all depends

on how many battleships the other nation has. On this point we may agree with the journal of our Navy League, when it says, "It would seem that any one who has the least notion of international or foreign affairs must perceive at once that the size of a nation's navy or army is not, after all, determined by the will of its citizens or even by its own federal government. The size of a nation's navy is determined by the will of foreign nations." Then it adds "If a foreign nation wills to have a 100 navy, it wills that we should have a 200 navy."

What is to come of this attempt of each nation to be twice as well prepared as every other? Logically it will lead to this: when each nation has spent the proverbial "last dollar," and trained the proverbial "last man," and every military and naval force is developed to the last degree of efficiency—then we shall have no insurance against war at all, for each nation will be in exactly the same relative position as if armies and navies did not exist. In actual practice the result of competitive preparedness is well illustrated by the situation in Europe to-day.

There is then no such thing as world peace by world preparedness. It is an illogical system by which the world uses up its best resources in trying to secure a desirable end by impossible means.

An idea somewhat similar to that of peace by preparedness is seen in the well-known slogan, "Peace by Righteousness." The Godly nations are to be ready to fight, at the drop of the hat, for righteousness; the evil-doers in the family of nations will thus be terrified into keeping the peace and, as a result, the world will enjoy the double blessing of righteousness and abiding peace. But the whole thing simmers down to the question "Who is to determine what is righteousness?" To our administration, a few years ago, it was righteousness to insist upon building the Panama Canal, "for the benefit of humanity." But to Colombia it was righteous to take no step toward this until she had agreed to sell the privilege at a figure which she regarded as satisfactory. Even among our own citizens to-day there is a marked difference of opinion as to which

of these views of righteousness was correct. Take up recent international problems. Japan has argued with our State Department that the Anti-Japanese land legislation of California is palpably unrighteous. Our State Department insists that it is quite righteous, but leaves Japan's last emphatic protest unanswered. We state to Great Britain that its so-called blockade is unrighteous; Great Britain answers that it is highly righteous, and that she is going to maintain it. Righteousness, used in this sense, is practically synonymous with national policy. We all regard the Monroe Doctrine as highly righteous; but this view of the Monroe Doctrine would amuse an intelligent German, if it did not make him mad. To fight for our national policy is perfectly intelligible; if necessary in most cases we all intend to do it. But when every nation fights for its national policy, this will hardly lead to permanent international peace. In fact, this world war is largely due to the fact that each nation is fighting for its own national policy. The idea that permanent international peace may be secured by each nation fighting for "righteousness," as it regards "righteousness," is a curious specimen of intellectual sophistry and intellectual humbug.

If the world can find little hope in the doctrine of "peace by preparedness" and "peace by righteousness," possibly it may have better success if it turns to the recognized peace societies and their leaders. A difficulty at once arises: Who is a peace man? A mollicoddle? But what is the name of that strenuous Ex-President whom the judges of the Nobel Fund picked out as the prize peace man of all America? Is this prize peace man a mollicoddle? A peace man, further, is supposed to be against preparedness, but, as a matter of fact, preparedness is not at all an issue between peace people, as a whole, and militarists as a whole. The Massachusetts Peace Society has recently finished a referendum vote on this question, and finds that its members, by more than two to one, definitely favor an increase in our army and navy. The New York and Massachusetts Peace Societies, the World Peace Foundation, and the New York Federation of Churches have

officially endorsed the League to Enforce Peace, which necessarily stands for an efficient army and navy. Further, there are many men who are not only members, but even officers, both in societies for increasing the army and navy, such as the National Security League and, also, at the same time, in such peace organizations as the New York Peace Society, the International Peace Forum, the Carnegie Endowment for International Peace, and the League to Enforce Peace. A large proportion, if not a majority of the officers of the National Security League are either members of, or endorse the principles of, the League to Enforce Peace.

What then is the difference between a militarist and a peace man? The difference is fundamentally again merely a question of thinking, of belief. To give a working definition, leaving the dictionary out of account, and marking the actual dividing line between them, a militarist is one who believes that there is no reasonable hope of abolishing the war system within any reasonable time, while a peace man is one who believes that there is a reasonable hope of abolishing the war system within some reasonable time. A militarist may be one of the sweetest dispositioned men in the world. A most kindly friend, for example, recently wrote, arguing against the possibility of abolishing war: "The world is full of villains and victims. It ever was; is now; and ever shall be." Such a person is a militarist; it is impossible for him to work for the overthrow of the present war system since he regards it as permanent. His influence and his vote must count for its continuation and perpetuation. A peace man, on the other hand, may be either against vigorous preparedness, because he believes that it leads to militarism, or he may favor it because he believes that it is needed under present, and he trusts temporary, conditions.

What of those who have been working for international peace or, better, for the regulation of international life by other means than that by war? We find that they too, taking them as a class, show the same lack of agreement among themselves, the same absence of clear-cut ideas, which is

noticed among others. Before the war, the peace campaign was a many-sided one; it attempted to arouse and organize public sentiment by pointing out the horror, the economic waste and the frequent injustice of war; to bring about a better understanding among the nations; to prevent excessive expenditures for military purposes, and to develop international law and extend the jurisdiction of international courts of justice. It must be admitted that at no time in the world's history were there so many diverse agencies working for international peace as in the couple of years just before the war. Increased efforts for permanent international peace and increased rivalry in competitive preparedness went on at the same time. Then the war came. It proved one thing clearly—that "peace by preparedness" is a complete failure. A great world trumpet blast from the peace forces should then have rallied all peace organizations to united action. But there was no trumpet blast—merely a chorus of cracked and discordant peace bugles. The peace forces as a whole had not thought through the war problem; they had no general plan on which they could unite. Three of the most prominent of the American peace organizations refused for a year to issue any statement or declaration of principles of any kind. The peace forces simply did not know how they should go to work to attack the war system. This fact shows once more, even on the part of those who are supposed to have studied the problem most seriously, a confusion of thought, a failure to master the problem intellectually.

This intellectual failure still continues. Even to-day there is no union in plan among peace organizations. The Advocate of Peace, the official organ of the large American Peace Society is vigorously opposing any increase in our army and navy while, as has been pointed out, a considerable proportion of its members are favoring some increase. The Advocate of Peace also opposes the newly organized League to Enforce Peace, although this League has been officially endorsed by a number of leading peace societies, and probably has the support of a majority of peace people

thruout the country. The Carnegie Endowment for International Peace, the richest Peace Foundation in the world, is stated to be so divided in opinion, in its Board of Trustees, that it must confine its work to advocating Pan Americanism, aiding the extension of International Polity Clubs in American universities, and urging the inviolability of international law. The leading peace societies in this country, furthermore, are not affiliated with the foremost peace societies abroad; and so far as our organizations have definite programs, they do not coincide exactly with those in Europe. All are agreed that war is not the proper means of regulating the intercourse of states, but the mere intellectual problem of knowing how war may be done away with is too difficult. From a broader view, the majority of the world wishes to abolish war: the continuance of war is evidence of the world's intellectual bankruptcy.

Aside from the fact that peace beliefs, principles and platforms show marked divergence, there is yet another difficulty to be met. Practically all the peace organizations before the war, and a large proportion of them at present, are based upon the maintenance of the international status quo. They rest upon the supposition that the world has been permanently partitioned, and that the territories and possessions of the various states and nations are to remain forever substantially as they are to-day. This is a very questionable supposition. Are the present divisions in Africa to remain forever? And in the Balkans? And in the Far East? In the latter region it is most unlikely that Europe will continue to hold ports and islands and slices of China, after the 450 to 500 millions of Japanese and Chinese have all become efficiently organized on the military basis. If war is abolished, how are we to settle the problems which arise from the unsatisfactory division of the world? Some international legislative agency or agencies might be gradually developed; or we might all agree that although the existing division of the world is, or may become, unsatisfactory, it is much preferable to war. Mr. Roosevelt has seen this difficulty very clearly; since the

war began, he has stated that, at some time or other, the international status quo must be recognized as permanent. Suppose the nations do agree to regard the existing territorial arrangements, even in Africa and the Far East, as final and to maintain them by force. This would be a perfectly logical and reasonable policy. It must be conceded, however, that if it had been put into operation ten years ago, it would have given an international guarantee to the existence of European Turkey.

There are those, however, who are opposed to the maintenance of the status quo. Professor Muensterberg recently wrote of the peace advocates, that they "have not succeeded as yet in proposing a single plan by which war would be abolished and yet at the same time possibilities be given for the healthy growth of progressive peoples and for the historically necessary reduction of decadent nations." In the sentiment here expressed we find one of the greatest obstacles to a system of international peace. Notice the last part of the quotation: "for the healthy growth of progressive peoples and for the historically necessary reduction of decadent nations." This breathes the spirit of extreme present-day nationalism. It is the spirit which makes one's nation the center of the most intense devotion and regards it as a rival and possible enemy of every other nation. It must gain at the loss of others, especially of dependent peoples and of its "decadent neighbors."

Each people has or has recently had its "historic mission," its "manifest destiny," its "white man's burden." Russia's mission led her to China; so did Japan's; they fought. In the Balkans, the Russian and Teutonic "historic missions" both point to-day towards Constantinople; while among the little Balkan countries themselves, the "historic mission" of no single state can be satisfied without conflicting with that of one or more of the other states. An important cause of the present war was the intense desire of Servia to fulfill its "historic mission" by including within its territory the Serbs in the adjoining provinces of Austria-Hungary. Going fur-

ther back into the causes of the war, we see the "historic mission" of France in Morocco conflicting with the colonial ambitions of Germany. The territory of the world is limited and if each nationalism is watchful to push its selfish advantage and, even in extreme instances, is on the lookout for "decadent nations which need to be reduced," how can we well avoid the likelihood of war? This nationalism is dangerous not only because it naturally leads states which have not yet fulfilled their manifest destiny, and which are still unsatisfied with the extent of their home land or colonial possessions, to covet other territory for the sake of the territory; but also because it frequently gives to great peoples a passionate longing to extend their language, their system of government and their culture to other parts of the world. Of course, the surest way to extend the language and culture of a nation is to secure some relatively unoccupied part of the world, and there develop a new England, or new France, or new Germany.

The world has stopped fighting wars of religion; it has now stopped fighting wars of dynasties; but it is now fighting wars of nationalism. When the world is divided among nations, each with a national spirit unrestrained, unlimited, mutually hostile, suspicious, covetous and passionate—how may we permanently escape war? To quote part of a sentence from the Presidential address of Professor H. Morse Stephens, before the American Historical Association at Washington a few weeks ago: "Woe unto us . . . professional teachers of history, if we cannot see, written in blood, in the dying civilization of Europe, the dreadful result of exaggerated nationalism."

Is it possible to modify such a force as nationalism and, at the same time, devise some agency other than war to serve as the final regulator of international life? What scheme may be devised?

The object of this paper is not to present any scheme—there are hundreds of schemes already. The aim is merely to state the problem. It would be unfair, however, not to point out the general evolution of history in its bearing upon

this issue. This extreme nationalism, which so many thoughtful writers are just beginning to criticise as one of the chief roots of the present-day evil, is regarded by most of us as about as natural and necessary, politically, as the air we breathe or the city pavements we walk upon. But in fact, present-day nationalism is a new thing historically; it arose with the French revolution and the wars of Napoleon. So it is possible, even probable, that it may be at least greatly modified.

The probability of a change in our present nationalism is evident from the fact that the trend of history through the centuries has been towards ever larger political units. At the very beginning of history, the political unit was the family; but the family was absorbed by the tribe; and the tribe by the city state. Later the unit was the feudal castle on the hill; then the feudal county and duchy; then the kingdom and the absolutistic state; and finally the nation of to-day. Adams, in his *History of Civilization*, written before the war, says: "If we could venture to put any trust in the apparently regular and natural character of this progress, the next step logically would seem to be the formation of some kind of an international federation or possibly world state." It should be noted that devotion or loyalty or patriotism to family, city, district, and state, has not been destroyed in this development; each patriotism has been constantly absorbed into an ever wider loyalty. Like the chambered nautilus patriotism has been ever building for itself a larger and statelier mansion.

Notice the way this development has actually been working out in the recent past. Not a long time ago, as we count time in history, Scotland and England were bitter enemies: Scotland, Celtic and Presbyterian; England, Anglo-Saxon and Episcopal. For centuries their unending border warfare lasted on. But finally, without conquest, these two old enemies were united. While each retained its local patriotism, together they joined in a new and larger British loyalty. Germany was divided, not a century ago, by a deep and long-standing hostility between the Protestant states of the North

and the Catholic states of the South. But they finally formed a union which they later cemented, by mutual consent, into the present German Empire. Loyalty to the Empire, however, developed more slowly. Americans who speak of their German universities days, tell of hearing famous professors of south and central Germany exclaim in private conversation, "How we hate the Prussians!" To-day, however, no one would deny that the local devotion to Bavaria, to Saxony, to Wurtemberg has been expanded into a glowing patriotism for this historically new political organization—the German Empire. A similar evolution took place in Italy. What was fiercer than the patriotism of the Italian city states? Nothing except their hatred of each other. But they all united, for the most part by voluntary action, and the little patriotisms of Venice, Milan, Genoa and Florence, took on the larger patriotism of Italy.

Finally there are our own thirteen states. We forget to-day the vitally critical period when it was yet an open question whether they would or would not form one single nation. Soon after the coercive hand of the Revolutionary War relaxed, there arose the same kind of disputes and the same spirit of mutual suspicion which we know too well in Europe. New York State ordered its troops to march to the Vermont border. Connecticut felt that it had ample justification for war with Pennsylvania because of the inhuman treatment of the Connecticut settlers in the Wyoming Valley. Tariff squabbles, of much bitterness, arose between New Jersey and Connecticut, on the one hand, and New York on the other. Our states were going rapidly the way of the states of the old world. But they created a federal government. Even then our patriotism was first of all state patriotism. When Washington visited Boston, John Hancock wished that as governor of Massachusetts, he should be given official precedence over George Washington, who was only president of the United States. At that time a good and loyal citizen could openly favor or oppose the new Union, much as one to-day favors or opposes a new tariff bill before Congress. But a short century passed, and in thousands of the towns and cities of our

northern states, there arose monuments to the memory of those who fell in the Civil War—monuments bearing the inscription: "These men died that the Union might live." A new vital patriotism has been born. Our devotion to our states has not been lost; it has expanded to be a part of a new and larger loyalty.

These facts are all in line with the natural evolution of nationalism, the expansion of patriotism from smaller to ever larger units. But, it may be objected, there seem to be exceptions to this rule. To be sure, there are occasional exceptions, and we think at once of Finland and Poland; but these and other instances are, as a rule, due to the refusal of the larger federation to allow the unit sufficient autonomy. Finland, before its privileges of local government were taken away, was frequently called the most loyal part of the Russian Empire. Poland has remained unreconciled because denied the free use of its native language and old religion and the right of regulating its strictly local affairs.

The development of nationalism does not naturally stop when it has reached the limitations of any particular unit. Nationalism does not depend upon unity of race, religion, language, geographical proximity, or of all of these factors combined. Switzerland and the United States are both intensely patriotic, yet Switzerland is composed of three different racial groups, German, French, and Italian, each dominant in part of the country and each using its own distinct language, with Catholics and Protestants dividing the land religiously; while the United States is a mixture of every race and every creed. Above all, there is the British Empire. In the trenches in the north of France there are to-day, nearly side by side, regiments of French and Anglo-Canadians from America; Indian Hindus from Asia; Australians and New Zealanders from the South Seas; and Irish, Scotch and English from the United Kingdom in Europe—all doing their "bit," with loyalty and devotion, for "the Empire."

It is especially instructive to notice the process by which this development has been brought about. In each of these

four recent and notable cases of political consolidation, England and Scotland, Italy, Germany, and the United States, mutually suspicious and often mutually hostile states have first of all created the form of a greater state. This new union has been a common guarantee to each of the small political units against attack from any other member of the new federation. It has also done away, at once, with the chief causes of war, such as rivalry for colonies and for preferential privileges in foreign markets. Only after this, have the old local patriotisms gradually adjusted themselves to the new larger government.

Already the next logical step in world federation is now taking place before our very eyes. Excluding China, about nine-tenths of the world's territory, the world's population, and the world's wealth is now grouped into only three great new units, the Entente—Great Britain, France, Russia, Japan, Italy, Servia, and Portugal, with their dependencies and colonies; the Central Powers—Germany, Austro-Hungary, Bulgaria and Turkey, with their dependencies; and the Pan-American Union, which is binding the United States and the Latin American countries by growingly strong ties of political interest. Only recently the President of the United States has proposed that the twenty-one American Republics should form a League to Enforce Peace by giving to each of the American states a mutual and several guarantee of its political independence and its territorial integrity.

It is possible that this process may be still further developed. Propositions are very frequently made nowadays that the United States should join the Entente Powers, after the war, in a great world league of mutual defence.

Loyalty to the idea of a new and larger union is already developing, especially between Germany and Austria, and between these old hereditary enemies, Great Britain and France. This fact is sometimes shown in even an amusing way. When the British military authorities found themselves in sore need of transportation facilities in France, they commandeered a large number of London busses. At that time

these all carried conspicuously, as an advertisement, the name in huge letters of a theatrical play then running in London, "Potash and Perlmutter." It is related that when these busses drove through one of the cities of northern France, the French crowds, fired with new enthusiasm for the joint cause of the Allies, and thinking that the sign was the name of the local commanding British General, shouted lustily, "Vive le General Potash et Perlmutter." This touch of humor in the grim tragedy of war, shows at least that patriotic fervor may easily be extended to a new alliance of nations.

In the study, then, of the problem of developing some agency other than war for regulating the intercourse of states, the teaching of historical evolution points to a limiting of present-day national sovereignty by some form of international federation. This fact is coming to be realized, in a degree, by the peace forces of the world. A very large majority of the thirty most prominent and recent peace plans in this and other countries propose some form of international federation. Upon the details of the plan, there is, as yet, no general agreement; but if we know the general aim towards which we should work a great advance has already been made.

On such an occasion as this we naturally ask, what is the relation or obligation of the college to this problem—using the term college in its generic sense, including colleges and universities in this and other lands. We all agree that the function of the college, from the standpoint of the community or nation, is to provide men of general and technical training to be leaders in all fields which concern the well-being of society as a whole. In the past, the college and university have well fulfilled this purpose; in the great forward movements of the last thousand years, the lead in a large proportion of cases has been distinctly a university lead. But what has the college contributed, or is it now contributing, to the solution of this problem of international relations?

An examination of the curricula of the higher institutions of learning shows almost numberless courses in government—practically every self-respecting college has at least one.

We make a real study of our own national government and of foreign national governments, of state and municipal government; we learn how government is carried on, its science, its problems, and the attempts to solve these problems. But we have nothing comparable in the field of international relations. Yet the science of government in city, state and nation is comparatively simple and settled; the science of government in international affairs is chaos and presents the world's greatest problem of to-day. Aside from international law and the history of diplomacy, which treat only a limited part of this field, the only course in any larger university, so far as the speaker happens to know, which attempts to study adequately the problem of international relations is at Leland Stanford.

As to college and university thought and influence, it is more difficult to speak definitely. Among the students, there are some Cosmopolitan Clubs, which aim to bring those of different nationalities into more friendly association, an Intercollegiate Peace Society, and a growing number of recently-established International Polity Clubs, which attempt to carry on among themselves the very study for which we are contending. All of these organizations together, however, are probably not yet of any great importance in general American student life. It is equally difficult to speak of faculty influence as a whole. It is an encouraging fact that of the well recognized leaders among our college and university presidents, a considerable proportion have identified themselves prominently with the attempt to help solve these problems of international relations. It is probable, however, all things considered, that general college sentiment goes little beyond an intense nationalism, and that general college thought is scarcely conscious that anything more is needed than an ardent preparation for war. In some other lands, especially in Germany, where university opinion has been a terrific power, the foremost university professors have taught nothing better than the continuance of international force, the survival of the fittest nation by the test of war, the international law of the jungle. This same philosophy, it

must be admitted, was presented to Oxford students in the brilliant sentences of the late Professor Cramb. The influence of universities abroad, speaking generally, has probably contributed to perpetuate rather than to solve the problem of how strong nations are to live together without recurring war.

In reading of the present world tragedy the deepest pathos lies in the oft repeated cry of the soldiers of Great Britain and of France, that they will stand the misery, the suffering and the death, so that their children and their grandchildren may never have to endure this horror; and in the determination of the soldiers of Germany—no matter how we may judge their leaders—grimly fighting on with the resolution that they may secure some guarantee that this kind of a thing may never happen again.

But the infinite pity of it all is that this present method, mere victory, mere crushing of the enemy, no matter how complete, will of itself alone never bring about freedom from future war. Some change must be made in the present international system. If this struggle ends with a no more fundamental change than a victory of the old type—as former world wars ended by the treaties of Westphalia in 1648; Utrecht in 1713; and Vienna in 1815—if it leaves more intense nationalism and more bitter international hates, then it will give to the children and grandchildren of the present generation, no matter who wins, a guarantee not of peace, but a guarantee of another world war.

What change in the international system must be made; how may this change be brought about; how may the nations of the world be induced to adopt it—this complex problem should appeal to every virile, keen-minded college and university man, for it is a problem which the very wisest minds in the world have failed to solve. Worse, they have not known how to solve it; its difficulty has baffled them, and they have left it to the present and to the on-coming generation. Is there no keen intellectual challenge in this opportunity? Yet the graduates of our colleges and universities as a whole

have no training or instruction in this field; they leave our halls with little if any wide vision of the thing to be done.

Who is to blame? The students? Possibly the fault lies with college faculties—like the scholastics of the earlier days, too intent on the routine of accepted and hereditary studies. Possibly to-day in the discussions of college administration, of the entrance requirements, of the elective system, of this or that detail—the college world may, as of old, be “tithing mint and anise and cummin and omitting the weightier matters.”

The college attempts to train men to best serve society and civilization; yet in the field in which civilization has probably made the least advance from the stone age to the present, a field in which it periodically almost completely collapses, and in which the remedy for the evil must be found by hard study and intense investigation—and so lies particularly within collegiate and university jurisdiction—little, if anything, has been done. Is it not time to raise the query whether the world's higher institutions of learning have been equal to their opportunity, have been fully true to their best ideals, have even been completely loyal to their actual duty.

SUMMER STUDY COURSES

A necessary feature of the present three year course at Clark College is the carrying of a full program of eighteen hours during the regular college year. This leaves little time for leisurely reflection and intellectual assimilation and little for participation in college activities. Such a condition can be remedied, without giving up the three year plan, in but one practicable way, and that is by the transfer of a part of the work of the regular session to the long summer vacation. To provide students with a means of doing this, a system of summer study courses has been arranged. The summer study plan is designed also to afford a means of cultivating capacity for independent study, and in the case of men who under the working of the new standard find themselves lacking a few hours credit at the end of any year, to furnish an opportunity to make up the deficiency without lengthening the number of years in college.

The courses are intended to be in every respect of college grade and to require an equal degree of exertion for an equal amount of college credit. They will be of such length that they can usually be covered in nine weeks, allowing nine hours of work per week. The college credit for a single course will be one and one-half semester hours and for two courses three semester hours, that is, the equivalent of one full semester course. The quality of the work accomplished will be tested at the opening of the College in the fall by the instructor offering the course by means of a required note book or thesis, or by an examination, or by more than one of these means at his discretion.

For the present the amount of summer work for which a student may register has been limited to four courses in any one summer. Work in summer courses may not be used to make up the required hours in a major or minor subject

without special permission; and in no case may the regular three years of residence be shortened by summer study.

The plan was in operation upon a limited scale during the summer of 1915.

The following courses are announced for the summer of 1916:

MATHEMATICS

S1. Descriptive Astronomy and Spherical Trigonometry.

S2. Calculus. (Open to those who do not take it in regular course.)

S3. Solid Analytical Geometry. (Open to those who do not mean to take Math. 2 in the regular course.)

S4. Determinants.

S5. Theory of Probability.

S8-1 A course supplementary to Math. 8. Designed to prepare students who have taken Math. 8 to enter the 2nd semester of Math. 1.

PHYSICS

S1. History of the Beginnings of Physics. Readings from Sir Oliver Lodge, The Pioneers of Science; Cajori, History of Physics; Garnett, Physicists; and others.

The course may serve as an introduction to, or may supplement Physics 1. Thesis, note book, and examination.

S2. The Teaching of Elementary Physics. History of the teaching of Physics, content of the course, methods of instruction. Reference to the writings of Hall, Mann, and others on the teaching of physics. Study in detail of two or more successful and important text-books, with a comparison of the methods of presentation of selected parts.

Some previous acquaintance with physics in class-room and laboratory is essential. Note book summaries of reading, syllabus, thesis and examination.

S3. Physical Measurements: Mechanics, heat, sound, light, electricity and magnetism. Thirty-six laboratory

exercises. Graphical treatment of results, discussion of errors.

Laboratory reports, problems, syllabus of mechanics, examination. The ground covered will be the same as the laboratory work of Physics 1.

S4. Special Problems. The subject may be chosen from any of the various fields of physics and will depend upon the preparation and ability of the student.

Open only to those students majoring or minoring in physics who have exceptional general standing in the college, or who are judged to be especially well prepared to profit from the course. Note books for summary of reading and solution of problems, syllabus, thesis, and examination, as well as a written record of conferences.

CHEMISTRY

Work along two general lines will be offered as follows:

S1. Reading and Library Work. The student will work up and be prepared to pass examination upon some selected topic. Topics of special interest to the student may be selected in consultation with one of the instructors. Suitable subjects might be of the following nature: (a) History and development of radio-chemistry. (b) The structure of the atom and the modern conception of the nature of matter. (c) The manufacture and chemistry of high explosives. (d) The work and achievements of American chemists. (e) The Werner theory of complex salts. (f) The electron theory.

S2. Quantitative Analysis. This work may be taken only by students who already have some knowledge of the subject; i. e. by those who have taken Chemistry 4 or its equivalent.

The work may be of a general nature, or the student may take up special work along some line of interest to him, not covered by the courses regularly offered, such as the methods of steel analysis, food analysis, fuel, air and water, etc.

For competent students the work may partake of the nature of original investigation of some problem of interest.

In every case the work to be done must be arranged in advance in consultation with one of the instructors.

BIOLOGY

S1. Readings in Standard Biological Literature: Locy's *Biology and Its Makers*, Darwin's *Earthworms and Vegetable Molds*, Huxley's *Essays*, Morgan's *Evolution and Adaptation*, Walter's *Genetics*, etc.

S2. Anatomical studies of selected vertebrate and invertebrate types: Cat, frog, mussel, crayfish, grasshopper, or earthworm, etc.

S3. The collection, preservation and systematic study of a selected plant or animal group: Ferns, mosses, algæ, reptiles, amphibia, butterflies, moths, or dragon flies, etc.

S4. Studies of selected topics in public and personal hygiene: The Public Water Supply, Sanitary Dairy Management, Sewage Disposal, Insects as Transmitters of Disease, Care of the Mouth and Teeth, or Hygiene of the Sense Organs, etc.

HISTORY

MR. BLAKESLEE

S1. Medieval History: (a) Reading Courses to supplement the work in History 1. (b) Thesis Course. Some particular topic, in which the student has become especially interested, may be taken as the subject for a summer's thesis.

S2. Current History: (a) Reading Courses in the history and present-day conditions of Russia, the Far East and Latin America. (b) Thesis Course. Such topics as the following are suggested: Peasant Life in Russia, The Russian Revolution, The Russo-Japanese War, The Development of Siberia, Railroad Development in China, Relations between Japan and China, The Interests of the United States in China, The Causes of Friction between the United States and Japan, American Administration in the Philippines, The Correct American Policy towards Mexico, The Niagara (A.B.C.) Con-

ference, Economic Conditions in Argentina, The Monroe Doctrine.

If subjects are chosen in the field of Latin American History, they must supplement the work of the regular course.

S3. Diplomatic History: (a) Reading Courses, on topics to be selected, including subjects relating to the causes, conduct and diplomacy of the present war. (b) Thesis Course. Such topics as the following may be chosen: The History and Justification of the Pending Colombian Treaty, Bismarck's Diplomacy, The Triple Alliance. The Causes of the Present War, Desirable Terms of Peace, The Best Foreign Policy for the United States.

MR. GRAS.

S4. Politics: A study of some of the principal political theories from the earliest times to the present. Supplementary to Ec. Hist. 1.

S5. Economics: A study (a) of the stages in production, such as labor, industry, agriculture, and exchange; or, (b) of the economic and social aspects of the growth of large cities. Supplementary to Ec. Hist. 2.

S6. American History: (a) One period or generation of American history; (b) a single line of development, such as immigration, the constitution, the frontier, foreign relations; or, (c) the careful reading of Bancroft, Adams, McMaster, Schouler, or Rhodes. Supplementary to Hist. 2-4.

S7. English History: (a) The period up to 1500; (b) the period since 1500; (c) some one reign; (d) a general topic, such as English law, the growth of the constitution, social customs, and economic changes; (e) Green's Short History of the English People, supplemented by historical novels and biographies; or, (f) a study of one of the following: Green, Freeman, Ramsay, Froude, Gardiner, Van Ranke, Lecky, Seeley, etc. Supplementary to Hist. 5.

S8. Modern European: (a) A study of the French Revolution; (b) Napoleon; (c) Europe since 1870; (d) France since

1789; (e) Germany in the nineteenth century. Supplementary to Hist. 6.

S9. The Renaissance in Europe, 1250-1600. The life and work of the chief figures of the period. The leading historical novels covering various phases of the movement. Supplementary to Hist. 11.

See also Mr. Brackett's announcement for Roman History.

POLITICAL AND SOCIAL SCIENCE

MR. HANKINS

The following list of topics is intended merely as a suggestion of the subjects which may be pursued during the summer for credit. Most of these subjects may be broken up into various thesis topics and may be accommodated in various ways to the preparation and needs of different students. The exact nature of the work therefore to be done in Sociology and Social Economics would be determined only after consultation with Mr. Hankins.

S1. Under Sociology would be included such headings as the following: The Family, its origin, evolution, modern problems, etc. The State, its origin, evolution, tendency toward democracy, etc. The origin and evolution of religion, Socialism, the Syndicalist movement, eugenics, heredity vs. environment in social life, criminology, great men, their importance and origin.

S2. Under Social Economics may be suggested the following. Some problem dealing with the newer standards in industry, such as minimum wage; workmen's compensation; occupational diseases; old age pensions; social insurance; mothers' pensions, unemployment, the better-housing movement, wages and standards of living, co-operation and profit sharing in industry.

MR. HUDSON

S3. Economics. The following list of topics indicates the general lines along which Summer Study may be done. The

details of the work can be arranged to suit the needs and desires of students, on consultation with Mr. Hudson.

(a) General economic theory. (b) Character and method of economic science. (c) Theories of value. (d) Theories of the distribution of wealth. (e) Money and banking. (f) Public finance and taxation. (g) Industrial combinations and trusts. (h) Trade unions. (i) Immigration. (j) Railways and transportation.

MR. WHITE

S4. American Federal Government. The establishment and development of the central government, its relations to the states, the operation of the three departments and their relations one to the other, the constitutional and actual position of the President, Congressional problems, the power of the courts in relation to legislation, include some of the topics to be studied.

S5. European Government. The student would be expected to combine with the study of English government the study of either French or German government. Some knowledge of European history would be of advantage.

PEDAGOGY

S1. Studies in the History of Education and in the Educational Classics. Topics to be selected.

S2. Vocational Guidance.

S3. Studies on Methods of Teaching Special High School subjects.

S4. Social Factors in Education.

PSYCHOLOGY AND PHILOSOPHY

S1. General Psychology. (a) Careful reading and study of such standard works as the following: Seashore's Psychology in Daily Life, Angell's Chapters from Modern Psychology, Pillsbury's Essentials in Psychology, Angell's Psychology, Titchener's Beginners Book in Psychology, also the Primer and an Outline of Psychology by the same author, as well as

other books and articles to be determined in conferences with the instructor. If possible the student should make all the experiments outlined in Seashore's *Elementary Experiments in Psychology*.

(b) A thesis on some one of the topics mentioned under the heading of General Psychology on page 54 of the Record of January, 1915. Before selecting the subject of the thesis the student should discuss with the instructor the references, outline, best methods of study, and how to secure definite experimental or observational results.

S2. Social Psychology. In this subject also the student may proceed from the easier to the more difficult texts and treatises: Ross's *Social Control and Social Psychology*, Ellwood's *Sociology in its Psychological Aspects*, McDougall's *Introduction to Social Psychology*, Wallas's *The Great Society*, Davis's *Psychological Interpretations of Society*, Thomas's *Source book of Social Origins*, Taussig's *Inventors and Money Makers*.

S3. Advanced course in experimental study of problems in Comparative Psychology and Animal Behavior. This work may be done in the laboratory or preferably at The Hadwen Aboretum where more favorable conditions may be provided.

ENGLISH

The English Department can at need, outline summer reading in connection with courses like English 2, 3, 4 or 8, or plan work in addition to that taken before in English 2, 3, and 4. General reading outlines may be followed, or special topics may be assigned and studied, for examination or report in the fall.

MR. HOYT

S1. Topics of study for the summer may be suggested from the following list: Shakespeare and his time, The Restoration period of literature, the satire, the poetic drama, the love sonnet, Ibsen and his influence, the trend of modern drama, the short story.

These subjects are merely intended to give an idea of the possibilities of reading for intensive study, and may be varied in a countless number of ways. The work may be easily planned to fit the individual student and his particular need of interest.

MR. AMES

S2. Biography, essays, and fiction supplementary to English 2. Reading suited to the needs and the interests of each student will be selected from works of the following list and other similar works. American Men of Letters Series, Scudder's Life of Lowell, Cabot's Life of Emerson, Selected Essays of Emerson, Thoreau, and Holmes.

Selected novels of Hawthorne, Howells, and Henry James, American short story classics, Bliss Perry's "American Mind," Bliss Perry's "Study of Prose Fiction." This course is open to students registered in English 11.

S3. Biography, letters, and essays supplementary to English 13. Reading suited to the needs and the interests of each student will be selected from works of the following list and other similar works. Lives of Wordsworth, Shelley, Keats, Byron, DeQuincey in the English Men of Letters Series. Letters of Keats, Byron, Scott's novels, Standard essays on Romanticism in Art. Open to students registered in English 13.

S4. Biography, letters, and essays supplementary to English 12. Reading suited to the needs and the interests of each student will be selected from the works of the following list and other similar works. Lives of Lamb, Carlyle, Arnold, Ruskin, in the English Men of Letters Series. Balfour's Life of Stevenson, Letters of Lamb, Carlyle, Arnold, Ruskin, and Stevenson. Stevenson's Novels. Standard essays upon the writers of the course and the movements with which they were associated. Open to students registered in English 12.

MR. DODD

S5. The English Novel. Reading of novels and biographic material to be assigned by the instructor. Written reports to

be sent to the instructor as each unit of work is completed, followed by an examination upon the entire assignment in the fall. Supplementary to English 4.

GERMAN

MR. LYON

S1. Summer Course in German. One hundred fifty pages of translation of easy German, preferably not taken from a reader, but selected from following: Nichols, *Easy German Reader* (Holt), Baumbach, *Der Schwiegersohn*, ed. by Heller, publ. by Holt (a required text, together with exercises in back of book, pp. 121-127, which are to be handed in in the fall). Heyse, *L'Arrabiata*, ed. by Byington (publ. by Ginn), *Pole Poppenspüler*, by Storm, Arndt's *Deutsche Patrioten*, ed. by Colwell, publ. by Heath, Spielhagen, *Das Skelett im Hause*, Schiller, *Wilhelm Tell*. The examination will be partly oral, covering pronunciation as treated in any standard grammar, and partly written, on the model of the questions in Heller's edition of *Der Schwiegersohn*, pp. 127-131, with also some passages to be translated into English.

Prerequisite, the equivalent of the first semester of German 1 or one year of German in the High School at not less than four hours a week.

S2. Scientific German. Reading of seventy-five pages in a scientific German Reader (Brandt and Day's, Waite's or Kip's); thirty-five to seventy-five pages in Loening and Arndt's *Deutsche Wirtschaft*, publ. by Holt; fifty pages of Lassar-Cohn's *Die Chemie im täglichen Leben*, ed. by Brooks, publ. by Heath.

The examination will cover peculiarities in Scientific German construction, and will call for translation of sight passages as well as selections from the above books.

Prerequisite: German 1 at Clark or its full equivalent. The student may get one and one-half hours credit by the course which is equivalent to the work done in the first half of the

regular semester course in Scientific German. The second half of the Semester is given up to the particular science in which the student is majoring. It might be possible, therefore, for a student who has done the earlier half of the work in summer study to enter the Scientific course at the midway stage and by continuing to the end of the term thus increase his credit from one and a half to three hours. *This would of course require Faculty sanction.*

The Science course in German should be taken only by men majoring in science, including psychology and political science.

S3. Romanticism. Readings in Beers, English Romanticism (2 vols.) and Vaughan, The Romantic Revolt; Porterfield, German Romanticism; Brandes, Main Currents (Chapter dealing with Romanticism); Heine, The Romantic School; Victor Hugo, Preface to Cromwell; the last three works to be read in translations, easily accessible. Anticipatory to course on *Romanticism* to be given in 1916-17.

S4. German Drama of the 19th Century. Aristotle's Poetics in Butcher's translation, together with selected chapters from Scherer's History of German Literature, Vol. II; Witkowski's History of the German Drama of the 19th Century; and selected passages from the plays of Kleist, Hebbel and Hauptmann. Anticipatory to a course on the German Drama of the 19th Century to be given in 1916-17.

MR. MCCOBB

S5. Introduction to the Classic Authors. Selected Works of Lessing, Wieland, Herder, Schiller or Goethe will be assigned for reading and criticism; Reports will be required upon certain special subjects to be assigned by the instructor, such as "Der Junge Goethe," "Schiller in Storm and Stress," Romanticism in Schiller's *Jungfrau von Orleans*. Supplementary to German 5.

S6. Life and works of Goethe. Reading supplementary to this course in the regular schedule.

ROMANCE LANGUAGES

This department offers the following tentative outline of summer courses, which should in many cases be considered typical rather than actual. Any reasonable modification will be accepted. Courses in Italian and Spanish subjects, similar to those in French mentioned below, can be arranged when circumstances warrant.

MR. CHURCHMAN

S1. Courses supplementary to Winter Work. These will be particularly designed for students wishing to enter French 2, 3, 4, 5 or 6 whose preparation is somewhat inadequate, but who do not need the whole of a semester or year course. The work will consist of grammar and reading according to the needs of the individual.

S2. Reading Courses. The aim of these will be simply to acquaint the student with good literature in the original and to increase his knowledge of the language. An examination on the text and substance will supplement reports of the work done. Typical topics would be: (1) Elementary. Novels or Stories of Erckmann-Chatrian, Dumas, About, Sand, etc. Plays of Labiche, etc. (2) Advanced. Novels of Hugo, Balzac, Flaubert. Plays of Corneille, Racine, Molière, Hugo, Augier, Dumas the Younger, etc.

S3. Linguistic Courses. In these the student would be expected to make an intensive study of some point of syntax. He would first absorb the theory found in the best grammars, and then read a limited amount from some French author (such as those mentioned in S1) taking careful note of typical and peculiar specimens of usage. The results aimed at would be an inductive knowledge of grammar and increased familiarity with the language. A thesis would probably be expected, embodying the results. Typical topics: The Use of the Article; Position of Adjectives; Use of the Subjunctive; Interesting French Idioms; The Use of the Tenses.

S4. Literary Courses. Here the emphasis would be on the literary content, tho in some cases such courses might

not differ from those devoted merely to reading. A thesis would be expected. Typical courses: Molière's Comedies; English Imitators of Molière; Shakspeare and Molière: Shakspeare and Racine; Montaigne (English Translation); Rabelais (English Translation); Dante (English Translation); Don Quixote (English Translation); Voltaire (works about and by); Rousseau (works about and by).

S5. General Courses on Romance Topics. The Italian Renaissance; Italian Art; Spanish Art; French Architecture; The Moors in Spain; Troubadour Poets.

MR. WELLS

S6. Reading of Beaumarchais's *Barbier de Séville* and *Mariage de Figaro* for evidences of the spirit which was bringing on the French Revolution, with preliminary reading of parts of Taine's *Ancien Régime* to secure a foundation for the work. Report to be embodied in a thesis.

S7. Reading of parts of La Bruyère's *Caractères* and perhaps of other works such as Fléchier's *Grands-Jours d'Auvergne* for the collation from literary sources of contemporary testimony concerning the nature of political or ecclesiastical institutions or social conditions in France in the seventeenth century, to be done in connection with the reading of parts of Taine's *Ancien Régime*. Thesis.

S8. Reading of the greater part of Taine's *Ancien Régime*. Report to be embodied in a summary.

S9. Reading of the greater part of Chateaubriand's *Génie du Christianisme*, with a thesis on the degree of success and failure of the author in his defense of Christianity. As a substitute, a smaller part of the above may be read together with selections from some other apologist of religion, Lamennais, for example, for the preparation of a thesis drawing comparisons between the two authors.

S10. Reading of some of the works of Alfred de Vigny, prose and poetry, for the preparation of a thesis on his treatment of the sentiments of honor and human dignity.

S11. Reading of some of the dramatic, prose and poetical works of Alfred de Vigny for the preparation of a thesis on his treatment of the subject of the poet versus the world.

S12. Study of the life and times of Victor Hugo or Lamartine or both and of some of their works for the preparation of a thesis on the subject of the poet in the affairs of the world.

S13. The preparation of a thesis on the subject of science and erudition as sources of poetic inspiration, to be based partly on the reading of essays touching it, and partly on the reading of poems of Leconte de Lisle, Heredia and Sully Prudhomme, and of one or more of the poetical prose works of Michelet, such as *l'Oiseau* and *la Mer*.

Other similar courses could be arranged. In courses consisting of historical study of selected periods of French history in connection with the reading of important literature of the same periods, the latter could be done in English translations if the periods chosen should be as early as the sixteenth century. Examples of such combinations would be a study of the Reformation in France with reading of Calvin's *Institutes of the Christian Religion*, and a study of the Renaissance with reading of Rabelais's *Gargantua* and *Pantagruel* or the *Essays* of Montaigne.

Courses could also be arranged on the Civilization and Institutions of Latin America. They could deal with political, sociological, historical, or pedagogical topics, or with literature or art. It would be possible to arrange one or two for the study of French influence on Mexican civilization resulting from the occupation of Mexico under Maximilian, with reading to be done in French, Spanish or English.

GREEK

S1. Selected Readings in Greek literature in English; *Odyssey*; Aeschylus, Sophocles, Euripides.

S2. Homer's *Odyssey*; selected parts in Greek, the remainder in English, with collateral reading on the history of the Mycenaean period.

S3. A study of Socrates, his life and his Teachings: based on selected dialogs of Plato, Xenophon's *Memorabilia*, and certain modern treatises.

S4. Reading in Greek from the *Anabasis* of Xenophon; Greek syntax.

ROMAN HISTORY

S5. Readings in the History of Rome during the Empire; Uhlhorn, *Conflict of Christianity and Heathenism*; Dill, *Roman Society in the last Century of the Western Empire*; Kingsley's *Hypatia*. (Supplementary to History 9.)

LATIN

S1. Reading of easy prose, with systematic review of forms and syntax.

S2. Latin Elegy. Selected portions of Tibullus, Propertius, and Ovid, with collateral reading.

ALUMNI NOTES

Francis M. Baldwin, '06, during last summer, was engaged in research for the U. S. Bureau of Fisheries, Woods Hole, on "The Oxygen Consumption in Certain Marine Forms."

C. L. Phillips, '07, writes that he will probably be at home on a furlough in the fall of 1916, and the winter of 1917. His home address is Branchville, N. J.

A letter directed to the Editor of the RECORD tells of the travels this summer of R. R. Chaffee, '08, in the Pacific Northwest, where he made a study of the lumber industry. While in Portland he visited W. G. Hastings and D. N. Morgan and at the University of Oregon, saw Dr. Hodge, formerly of the College Faculty. On March 30th, Mr. Chaffee leaves for a two-month's trip in the Southern Pine logging country.

An article by Philip S. Donnell, '10, recently appeared in the "Technology Monthly and Harvard Engineering Journal," on the work of the Government Coast Survey. From last June, when he was granted the degree of Master of Electrical Engineering from the Harvard Graduate School of Applied Science, to December, Mr. Donnell worked with the Coast and Geodetic Survey in Alaska, leaving this position to take that of Assistant Engineer with the Western Electric Company of New York. Word has just come to the college that Mr. Donnell has been ill with rheumatism for five weeks, but at present is slowly recovering.

R. F. Fletcher, '10, who is at present instructor at the Thomas Arnold School, Chicago, reports that that institution has lately been combined with the University School of Chicago.

Harry L. Jackson, '11, who recently returned to Chicago, writes: "My work here opens up with much interest. Public attention in the city is being focused these last few weeks on the crime problem. This is due to the fact that there has been a great wave of crime here, and, furthermore, there has been a

general awakening of interest in the problem of the offender. Special concern seems to be centered about the 'bad boy situation.' My work being with delinquent boys and men, therefore now has its special appeal. One feature I am greatly interested in, is the branch of the Municipal Court organized to deal with all cases involving boys between the age of seventeen and twenty-one, and with which my work brings me much in contact. Courts here are well socialized."

The following is part of a letter received by one of the College professors from Robert Kirkpatrick, '11, who gives his present address as Granville Canadian Special Hospital, Ramsgate, Kent. "It is now some sixteen months since I left Canada for this side of the world, and it has been a sixteen months full of good, hard work. I had six months very difficult work in England from the time I arrived until early spring, and then I went across the channel to France when I repeated the performance. Now I am back in England and am still on the job. For my first year of service I was quartermaster with No. 1 Can. General Hospital, and I am happy to say that it was a success. The officer commanding has been decorated because of the excellent work done by his unit. While in France I had a trip to the trenches. I spent one day in the First line defenses and could see the enemy about 100 yards away. Of course I looked through a periscope. Needless to say I came away with an excellent idea of high explosives and rifle bullets. With a dozen shells bursting around within a quarter mile at one time it makes July 4th seem like Sunday on a farm. There is really very little I am at liberty to write, but of course when it is all over I'll be able to tell my stories.

I am now Quartermaster here in Ramsgate, and as we are just starting out, the work is hard. I have to feed about 600 men per day. That is just one of my many jobs. However, the experience gained is wonderful. A man is given a good big job to do and he has got to make good. There is no alternative."

Samuel F. Bemis, '12, who was awarded the Parker Traveling Fellowship in Government at Harvard University, is at present abroad preparing a thesis for the doctorate in History on the Jay Treaty. Mr. Bemis was a passenger on the "Sussex" recently wrecked by a torpedo in the English Channel, and demonstrated the quality of his manhood by giving up his place in one of the lifeboats when it became overcrowded with women and children.

An interesting letter has recently been received from Carl Johnson, '12. Writing from Naga, Philippine Islands, where he is Principal in the Government High School, Mr. Johnson describes the ravages of cyclones in that region during a two-month period lately. In that town after the first cyclone but five houses were left standing, and these in five feet of water. The roof of the High School was partly blown off and Mr. Johnson slept on a board resting between the school desks. He writes: "I worked hard getting things straightened out and taking stock of what we had left and damage done by the storm; damage to the building amounted to \$25,000, to school books and other property, about \$3,000. With continual rain storms we had to bail out the High School basement every day. Every morning we opened school there were six inches of water in the building." Mr. Johnson was formerly a teacher in the Sneed dormitory for boys, Cebu, P. I. Naga is 600 miles inland from Cebu.

While attending courses at the Union Theological Seminary, New York City, John L. Peckham, '12, is studying at Columbia for the degree of Ph.D.

Lawrence A. Averill, '13, has been appointed director of the department of psychology and hygiene at the State Normal School to fill the vacancy left by the resignation of Prof. J. Mace Andress, who was appointed to a similar position in the Boston Normal School.

Dr. Averill is a graduate also of Clark University, having received the degree of Ph.D. at that institution last June.

Henry E. Berger, Jr., '13, who has recently returned from Serbia, where he was a member of Dr. Richard E. Strong's

sanitary corps teaching methods of typhus prevention, brings with him as his bride, Miss Natile Deroceo, a charming Serbian lady.

A most interesting play "The Awakening," was presented by Chinese students at the Astor Hotel, New York, December 29th, under auspices of the Century Theater Club. The author, Mr. P. C. Chang, '13, since graduation from Clark has worked along educational lines at Columbia University, and has been Secretary of the Chinese Students' Christian Association. The play makes a stirring appeal to returned students to stand for honesty, purity and Christian service in the life of their nation.

Edward P. Chester, '13, is taking two courses in Education at Harvard Graduate School of Arts and Sciences.

Sidney S. Negus, '13, has been appointed Austin Teaching Fellow in Organic Chemistry for next year at Harvard University.

William T. Moran, '13, has entered the Foreign Department of the National City Bank of New York, handling import commercial credits. This bank has recently opened branches in South America and the West Indies, the Federal Bank Act having made this extension possible. It is stated that a branch is soon to be opened in the Orient.

William C. Besselievre, '14, while preaching in Bolton, Conn., is studying at the Hartford Theological Seminary, majoring in Church History.

C. Z. Christopher, '14, has been re-engaged for next year as a member of the Faculty at the Brooks School, Indianapolis, being promoted to the position of Master of Mathematics and Science, and Registrar.

Milton M. Smith, '12, is to teach English next year in the Horace Mann High School, New York City.

Atty. George H. Mirick, '07, opened a law office of his own April 1st, at 727-8 State Mutual Building, Worcester.

Members of the Alumni will be interested to know that Professor G. C. Basset, '11, of the University of Pittsburgh, has returned from Southern Pines, N. C., where he went to

recuperate from a very severe attack of erysipelas. He has again resumed his regular routine of work.

Clark Night this year was unusually successful; seventy-seven alumni with friends were present and sorry for those who missed the festivities. Attendance by classes was as follows: 1905—2; 1906—3; 1907—2; 1908—2; 1909—8; 1910—4; 1911—4; 1912—13; 1913—10; 1914—14; 1915—15.

ENGAGEMENTS AND WEDDINGS

The engagement of R. M. Cushman, '05, is announced.

The announcement comes of the marriage of Charles W. Miller, '05, and Miss Edith Gates, Mount Holyoke College, 1902, now of Ahmednagar, India.

Word has been received of the marriage of George A. Bright, ex-'07, and Miss Helen Adams. Mr. Bright is now in the Forestry service.

George H. Mirick, '07, was married October 11th to Miss Ruth L. Goodnow, of Keene, N. H.

Announcement has come of the marriage of H. F. Fuller, '10, on Christmas morning, 1915, but without the name of the lady.

Robert L. Sibley, '10, was married this past summer to Miss Jane M. Goodrich, of Allegheny College, 1911.

Arthur R. Racine, '11, was married on September 15th to Miss Ida L. Charbonneau, of Worcester.

Announcement has reached us of the engagement of Walter G. Butler, '12, and Miss Mabel E. Parker, of Montgomery, Vt.

F. H. Frame, '12, was married on August 10th to Miss Florence H. Isham, of St. Albans, Vt.

H. R. Godfrey, '12, was married on September 1st to Miss Blanche M. Carlton, of Worcester.

The engagement of Ralph V. Towne, '12, to Miss Aline Bourgeois, of Newport, R. I., has been announced.

Announcement is made of the marriage on March 7 of Jahaziah Shaw Webb, '12, son of Mrs. Evelyn T. Webb, of 801 Pleasant Street, Worcester, and Miss Grace Agnes Parker, daughter of Captain and Mrs. C. E. Parker, of Vergennes, Vt.

They will live in Davenport, Ia., where Mr. Webb is connected with the Johns-Manville Co. His bride was graduated from the high school in Vergennes and attended Pratt Institute in Brooklyn.

Warren C. Whitman, '12, was married November 17th, to Miss Lillian A. Randlett, of Lawrence, Mass.

The engagement is announced of Hiram N. Rasely, '12, and Myrtie E. Pettigrew, of Worcester.

On December 17, Arthur C. Winslow, '12, was married to Miss Dorothy Herrick, of North Weare, N. H.

Announcement is made of the marriage of Earle W. Battles, '12, and Miss Edith C. Ross, formerly of Worcester, and now of North Bay, Ontario.

Lawrence A. Averill, '13, was married on Christmas Day to Miss Esther L. Cunningham, of 29 Abbott Street, Worcester.

Aaron P. Pratt, '13, was married last June to Miss Agnes Daniels, of Framingham, Mass.

The engagement is announced of Everett R. Phelps, '14, and Miss Gertrude Smith, a senior at William Smith College, Geneva, N. Y.

Word comes announcing the engagement of Edward L. Saisselin, '14, and Miss Bernice Kindred, of Worcester.

SECOND GENERATION

A daughter was recently born to Mr. and Mrs. Rolfe H. Talbot.

A daughter was born last fall to Mr. and Mrs. Arthur E. Woodhead.

R. R. Chaffee, '08, announces the arrival of a daughter, Frances, on February 29th.

A daughter, Abby Ann, was born December 7th to Mr. and Mrs. Howard K. Dilts. Mr. Dilts is a 1909 man.

A daughter, Cathryn Irene, was born to Mr. and Mrs. Stanley W. Cummings, August 8th. Mr. Cummings is a graduate in the class of 1911.

A son, John Chandler, was born May 3rd to Mr. and Mrs. William H. Keith.

MEETING OF THE GENERAL ALUMNI ASSOCIATION

The eleventh annual meeting of the Clark College Alumni Association was held June 16, 1915, at the State Mutual Restaurant. It was a large and enthusiastic gathering. President Elmer A. Harrington, '05, was in the chair, and we had as guest for the evening, President Sanford, of Clark.

As a result of the election of officers for the year 1915-1916, the following were chosen:

President, William J. Montgomery, '07.

Vice-President, Henry C. Marble, '06,

Treasurer, Allan B. Miller, '05.

Secretary, Forrest E. Alexander, '12.

The death of Mr. Montgomery, which occurred on August 20, 1915, caused deep regret on the part of alumni, members of the faculty, and others who knew him, removing from our ranks a brilliant young man.

Several matters of interest to every alumnus were brought up at the meeting—the first being the adoption of a constitution for governing the Association, and second—the Alumni Council. A circular letter has been prepared and will be sent to every member of the Association covering both these matters. Special attention is called to the ballots which are to be filled out and promptly returned. The need of both a constitution and Alumni Council have been felt for some time, and providing these matters go through as expected, a stride in the right direction will have been taken. Those who have not yet returned their ballots are strongly urged to do so at once, as the success of the Association depends upon the co-operation of each and every alumnus.

Further details regarding the constitution and Council will follow in a later issue of the RECORD. F. E. ALEXANDER, *Sec.*

WORCESTER COUNTY ALUMNI ASSOCIATION

The annual meeting of the Worcester County Clark Alumni was held upon Saturday, Oct. 23, 1915, at the Worcester Automobile Club.

After a very satisfactory repast, the following officers were elected for the ensuing year: Dr. Michael B. Fox, President; Philip D. Wesson, Vice-President; LeRoy M. Handy, Secretary and Treasurer; and Messrs. Fox, Wesson, Handy, Smith, and Ames as the Executive Committee.

Dean Porter then spoke very interestingly upon current events at the college, mentioning the summer study plan and also a plan for the more intimate association between the faculty and the alumni. A round table discussion followed. Messrs. Evans and Boyce spoke in favor of more advertising of Clark College. Mr. Evans even advocated intercollegiate athletics.

The first meeting of the year of 1916 was held at the Worcester Auto Club, Feb. 19th. After the usual excellent luncheon, the president dispensed with the routine business and introduced Dr. A. G. Webster who spoke interestingly upon "The Naval Consulting Board."

The names of the faithful few who were present are given here: Dr. M. B. Fox, '05; A. B. Miller, '05; R. I. Bramhall, '05; E. F. Boyce, '06; A. M. Hillman, '07; Jacob Asher, '07; L. M. Handy, '08; D. J. Marshall, '10; Dr. R. W. Schofield, '10; P. D. Wesson, '10; Chas. F. Boyle, '11; P. A. Ames, '12; F. E. Alexander, '12; H. D. Woodbury, '15; W. W. Greenwood, '15.

The Executive Committee urges and requests that more Clark Alumni attend the meetings.

LEROY M. HANDY, *Secretary*.

BOSTON CLARK CLUB

The February meeting of the Clark Club of Boston held at the City Club on Saturday, February 5th, was not only very enjoyable but educational, Dr. George H. Blakeslee being present as representative of the faculty, guest and entertainer.

After the usual excellent banquet, R. S. Keneely, chairman of the Entertainment Committee, in a few appropriate words,

presented the speaker of the evening. Dr. Blakeslee's topic was the International Situation—but, as he said the situation had proved too difficult for the greatest students, he did not offer an opinion as to the outcome of the war, but discussed the probable situation after the war. He also took up the subject of world peace with the various plans and methods advocated by leading peace societies and individuals. Dr. Blakeslee seemed to be clearly for peace with preparedness. The possibilities of the United States being attacked or forced into war was considered and a couple of questions were discussed as follows:—"Is the present *status quo* of the world to be maintained?" "Can nationalism be limited?"—nationalism (a point of view) being considered as a great evil and the cause of all wars. Every bit of this was intensely interesting to the fourteen members of the Clark Club of Boston and many questions were put to the speaker.

There was little regular business for the meeting and in the absence of President George E. Cole, due to slight illness, that was put over to the next meeting. The meeting broke up at about 10.15 with a spirit of good fellowship and appreciation of Dr. Blakeslee's talk. Those present included:

F. M. Arnold, R. H. Loomis, R. S. Keneely, E. P. Chester, W. L. Beckwith, A. P. Pratt, R. W. Ellis, F. T. Oberg, H. F. Pierce, F. W. Peters, J. E. Millea, H. F. Preston, W. E. Farrier, H. E. Chase, R. H. Cannon.

FRED M. ARNOLD, *Secretary*.

ABOUT THE COLLEGE

The RECORD regrets to report that Prof. John C. Hubbard has resigned his professorship of Physics in Clark College to accept a similar position in New York University. Dr. Hubbard will be head of the Department of Physics in the latter institution and director of the work of both graduates and undergraduates. He begins work in his new field next September. One who has been so long connected with Clark and has performed so unique a service in relation to student life will be greatly missed, and his place can be filled with difficulty.

Prof. Irving A. Field, of the Department of Biology, who has for the last two or three years been putting biological principles into practice on his farm in Auburn, has recently sold his place and taken a house in town. He is to live at No. 1 Autumn Street.

Dr. and Mrs. Gras are receiving congratulations on the birth of a son.

On the nomination of the Faculty the following additional members have been voted into the Scholarship Society. Messrs. Hastings Eells, Isador Lubin, William Hugh Oldenburg (A. B. Feb. 1, 1916), and Haskell Talamo.

Clark was this year the winner of the intercollegiate debate of the Bates—Clark—Tufts League, winning from Tufts in Worcester and from Bates in Lewiston. The question was that of the desirability of limiting immigration by a literary test.

TENTATIVE PROGRAM FOR COMMENCEMENT
WEEK

JUNE ELEVENTH TO FIFTEENTH

NINETEEN HUNDRED SIXTEEN

SUNDAY	BACCALAUREATE SERMON	10.30 A. M.
MONDAY	FINALS IN TENNIS DOUBLES	10.00 A. M.
	PRIZE SPEAKING CONTEST	3.00 P. M.
	SENIOR BANQUET	7.30 P. M.
TUESDAY	FACULTY-VARSITY BASEBALL GAME	10 A. M.
	FRATERNITY RECEPTIONS	4-5.30 P. M.
	COMMENCEMENT CONCERT OF THE MUSICAL CLUBS	8 P. M.
WEDNESDAY	CLASS DAY EXERCISES	10 A. M.
	SENIOR CLASS MEETING	2 P. M.
	ALUMNI-VARSITY TENNIS MATCHES	3 P. M.
	ALUMNI BANQUET	7 P. M.
	PRESIDENT'S RECEPTION	6-10 P. M.
THURSDAY	COMMENCEMENT EXERCISES	10.45 A. M.
	COMMENCEMENT LUNCHEON	12.30 P. M.
	SENIOR BALL	8 P. M.

OCT 4 1916

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OFFICERS OF ADMINISTRATION AND INSTRUCTION FOR 1916-17

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Assistant in the Bursar's Office

MARGARET OLIVIA COOK, A. B.

Secretary to the Dean

MABEL HILDUR SODERBERG

Stenographer

NOTE. Assistants in certain other subjects are yet to be appointed as this number of the RECORD goes to press.

COURSES FOR 1916-17

The following courses are announced for the academic year 1916-17. All courses are given for three hours' credit in each semester except where the contrary is specified. Credit will usually be allowed for one semester of year courses only when the courses are announced as divisible. Numbers in parenthesis following the title of the course refer to pages in the January *Record* where full descriptions of the courses will be found. The assignment of places in the hour plan (indicated by a number and the initials of the days of the week) corresponds with the hour plan posted last spring.

The right is reserved to withdraw any course in which the registration is not sufficiently large.

DEPARTMENT OF MATHEMATICS

*1. Elementary Mathematics (p. 36). Year course (divisible); *six hours*; 9, M., T., W., Th., F., S.

MR. WILLIAMS

2. Plane and Solid Analytic Geometry (p. 36). Year course (divisible); 11, T., Th., S. Prerequisite: Math. 1.

MR. MELVILLE

3. Differential and Integral Calculus (p. 37). Year course (divisible); 11, M., W., F. Prerequisite: Math. 1.

MR. WILLIAMS

4. Differential Equations (p. 37). Second semester; hour to be arranged. Prerequisite: Math. 1 and Math 3.

MR. MELVILLE

8. Elementary Mathematics for students whose preparation is insufficient for entering Math. 1 (p. 37). Year course (divisible); two sections; 8, M., W., F. or 8, T., Th., S.

MR. MELVILLE

10. Elementary Mathematics, continuing Math. 8. Year course (divisible); hour to be arranged.

MR. MELVILLE

*See also Math. 8.

DEPARTMENT OF PHYSICS

1. General Physics (p. 40). Year course (divisible); *six hours*; 11, M., T., W., Th., F. and 2, W. Prerequisite: Math. 1 or Math. 8, which, however, may be taken concurrently with this course. MR. GODDARD and MR. JOHNSON

3a and 3b. Elementary Theory of Electricity and Magnetism (p. 41). Year course; 8, M., W., F. Prerequisite: Math.

3. MR. GODDARD

4a and 4b. Mechanical and Electrical Measurements (p. 41). Year course (divisible); 2, T., Th. Prerequisite: Physics 1 and Math. 1 or 8. MR. GODDARD and MR. JOHNSON

6. Advanced Physical Measurements and Laboratory Practice (p. 41). Year course; 2, T., Th. Prerequisite: Physics 4.

MR. GODDARD

8. Elementary General Physics (p. 42). Year course; 11, M., W., F. Open to all students for required work in science.

MR. GODDARD

DEPARTMENT OF CHEMISTRY

*1. General Descriptive Chemistry (p. 43). Year course; *six hours*; 11, M., W., F.; 2, M., W. An introductory course intended for those who have had no chemistry before coming to college and for those whose previous work in this subject is not sufficient to qualify them for Chem. 2.

MR. MERIGOLD and MR. CURTIS

*2. General Descriptive Chemistry. (New course.) Year course, hour to be arranged. This course is intended for those who have already had a somewhat extensive course in elementary chemistry. MR. MERIGOLD and MR. CURTIS

3. Qualitative Analysis (p. 43). Year course; 2, Th., F. Prerequisite: Chem. 1.

MR. WHITE

*Whether Chem. 1 or Chem. 2 will best meet the needs of the student will be determined in every case of doubt by conference with the instructor. All students who have already had a course in chemistry are requested to present their laboratory note books.

4. Quantitative Analysis (p. 43). Year course; 2, Th.; 9, S.
Prerequisites: Chem. 1 and 3; Chem. 3 may be taken concurrently. MR. MERIGOLD

5. Organic Chemistry (p. 44). Year course; 9, T., Th., S.
Prerequisite: Chem. 1. MR. WHITE

6. Advanced Quantitative Analysis (p. 44). Year course;
2, Th. Prerequisites: Chem. 1 and 4. MR. MERIGOLD

8. Physical Chemistry (p. 44). Year course; 11, T., Th.;
2, F. Prerequisites: Chem. 1 and 4, Physics 1 and Math. 1 or 8.
MR. MERIGOLD

9. Biological Chemistry (p. 44). Year course; 2, M., T.
Prerequisite: Chem. 3 which, however, may be taken concurrently.
MR. WHITE

10. Organic Synthesis and Analysis (p. 45). Year course;
2, M., T. Prerequisite: Chem. 3 which, however, may be taken concurrently.
MR. WHITE

DEPARTMENT OF BIOLOGY

1. General Biology (p. 46). Year course; 2, T., Th.

MR. FIELD

2. Genetics (p. 46). First semester; 12, M., W., F.

MR. HURLIN

3. Vertebrate Anatomy (p. 46). Year course; 8, M., W.,
F. Prerequisite: Biology 1. MR. HURLIN

5. Embryology and Histology (p. 47). Year course; 2,
T., Th. Courses 1 and 3 advised as preparation. MR. HURLIN

6. Animal Physiology (p. 47). Year course; 10, M., W.;
2, W. MR. FIELD

7. Hygiene (p. 47). Second semester; 8, W., F.

MR. FIELD

8. Bacteriology (p. 47). Second semester; 8, T., Th., S.

MR. HURLIN

DEPARTMENT OF HISTORY

1. Mediaeval History (p. 49). Year course; 9, M., W.,
F. MR. BLAKESLEE

4. United States History, National Period (p. 50). Year course; 9, T., Th., S. Hist. 1 advised as preparation.

MR. GRAS

6. Modern European History (p. 51). Year course; 10, T., Th., S. Prerequisite: History 1.

MR. GRAS

7. International Law (p. 51). Year course; 10, M., W., F. Primarily for Seniors.

MR. BLAKESLEE

9. History of Greece (p. 52). First semester: hour to be arranged.

MR. BRACKETT

History of France. See Announcement of the Department of Romance Languages. French 16.

ECONOMIC HISTORY

2. Outline of English Economic History since 1300 (pp. 53, 55). First semester; 8, T., Th., S. Primarily for Seniors.

MR. GRAS

3. Economic and Financial History of the United States (pp. 53, 55). Second semester; 8, T., Th., S. Primarily for Seniors.

MR. GRAS

DEPARTMENT OF POLITICAL AND SOCIAL SCIENCE

GOVERNMENT

1. American Government (p. 54). First semester; 8, T., Th., S.

MR. WHITE

2. European Government (p. 54). Second semester; 8, T., Th., S. Prerequisite: Government 1 or European History.

MR. WHITE

3. Municipal Government (p. 54). First semester; 9, T., Th., S. Prerequisite: Government 1 or American History.

MR. WHITE

4. Political Parties in the United States (p. 54). Second semester; 9, T., Th., S.

MR. WHITE

5. American Political Theory (p. 55). First semester; 10, T., Th., S. Prerequisite: Government 1 or American History.

MR. WHITE

ECONOMICS

1 and 2. Principles of Economics (p. 56). Year course (divisible); 9, M., W., F. Open to Juniors and Seniors.

MR. CALHOUN

3. Taxation and Public Finance (p. 56). First semester; 8, M., W., F. Prerequisites: Economics 1 and 2.

MR. CALHOUN

4. Money and Banking (p. 57). Second semester; 8, M., W., F. Prerequisites: Economics 1 and 2. MR. CALHOUN

5 and 6. Social Economics and Theories of Social Reform (p. 57). Year course (divisible); 11, T., Th., S. Open to Juniors and Seniors.

MR. HANKINS

9. Business Organization and Management (p. 57). First semester; 8, T., Th., S. Open to Seniors. MR. CALHOUN

10. The Corporation Problem (p. 57). Second semester; 8, T., Th., S. Open to Seniors.

MR. CALHOUN

ECONOMIC HISTORY

For courses on this topic see the announcement of the Department of History.

SOCIOLOGY

1 and 2. Sociology (p. 58). Year course (divisible); 11, M., W., F. Open to Seniors.

MR. HANKINS

DEBATING

1. Theory and Practice of Argumentation (p. 58). Year course; 3, M., W., F.

MR. WHITE

DEPARTMENT OF PSYCHOLOGY

1. General Psychology (p. 59). Year course; 9, T., Th., S.

MR. PORTER

2. Social Psychology (p. 60). Year course; 9, M., W., F. This course will not be given if Psychology 5 is given.

MR. PORTER

4. Experimental Psychology (p. 60). Year course; 2, M., W. Prerequisite: Psychology 1. MR. GEISSLER.

5. Advanced Psychology (p. 60). Year course; 9, M., W., F. Prerequisite: Psychology 1. This course will not be given if Psychology 2 is given. MR. PORTER

8. Educational Psychology (p. 62). First semester; 12, T., S.; 2, Th. Prerequisite: Psychology 1. This course is the same as that listed as Pedagogy 1. MR. GEISSLER.

DEPARTMENT OF PHILOSOPHY AND PEDAGOGY

PHILOSOPHY

1. Introduction to Philosophy (p. 61). Year course; 11, T., Th., S. MR. GEISSLER

PEDAGOGY

1. Educational Psychology. See Course 8 in the announcement of the Department of Psychology.

2. Philosophy of Education. (A new course.) Second semester. Hour to be arranged. MR. SANFORD

3. Introduction to the Study of Secondary Education (p. 62). First semester; 10, T., Th., S. Psychology 1 desirable as preparation. MR. GEISSLER

4. Secondary Education and Methods of Instruction in Secondary Subjects (p. 62). Second semester; 10, T., Th., S. Prerequisite: Pedagogy 3 or Pedagogy 1.

MR. GEISSLER AND OTHERS.

DEPARTMENT OF ENGLISH

1. English Composition (p. 63). Year course: 12, T., Th., S. Required of first year students. MR. DODD.

2. History of English Literature in Outline (p. 64). Year course, 12, M., W., F. Prerequisite: English 1, which, however, may be taken concurrently. MR. HOYT

4. The Novel (p. 65). Year course; 10, T., Th., S.
MR. DODD
5. Anglo-Saxon and Chaucer (p. 65). Year course (divisible); 10, M., W., F. Intended for those specializing in English.
MR. HOYT
6. Advanced Composition (p. 66). Year course (divisible); probably 9, T., Th., but may be changed to avoid conflicts. Prerequisite: English 1.
MR. HOYT
7. Public Speaking (p. 66). Year course (divisible); 2, M., W., F.
MR. HOYT
8. Seminary (p. 66). Year course (divisible); 5, M., Open to seniors only.
MR. HOYT
- *9. English Literature of the Eighteenth Century (p. 66). Year course, 12, T., Th., S. Prerequisite: English 1.
MR. AMES
10. Victorian Poetry (p. 66). Year course (divisible); 12, M., W., F. Prerequisite: English 1.
MR. AMES
11. American Literature (p. 66). Year course; 11, M., W., F. Open to freshmen.
MR. AMES
12. Nineteenth Century Essayists (p. 67). Year course (divisible); 11, T., Th., S. Prerequisite: English 1.
MR. AMES
14. Versification, Theory and Practice (p. 67). First semester, hour to be arranged.
MR. DODD
- *15. The Bible (p. 67). First semester; 12, T., Th., S. Prerequisite: English 1.

DEPARTMENT OF GERMAN

1. Elementary German (p. 67). Year course; *six hours*; 10, M., T., W., Th., F., S.
MR. UPPVALL
2. Supplementary German (p. 68). First semester; hour to be arranged. This course will be given only in case there are a number of students whose preparation puts them between German 1 and German 3.
MR. LYON

*Eng. 9 or Eng. 15, not both, will be given, depending on the choice of the students.

3. Intermediate German (p. 68). Year course; 9, M., W. F. Prerequisite: German 1. MR. LYON

4. Teachers' Course (p. 71). Year course (divisible); 10, M., W., F. Prerequisite: German 1 or at least the first semester of German 3. Preferably for Seniors. MR. LYON

5. Classic Authors (p. 68, Course 4 in the January catalog). Year course; 8, T., Th., S. MR. UPPVALL

6. Scientific German (p. 69). Second semester, hour to be arranged. Preferably for seniors majoring in science.

MR. LYON

8. German Literature of the First Half of the Nineteenth Century (p. 68, course 5a in the January catalogue). First semester, 10, M., W., F. MR. LYON

DEPARTMENT OF ROMANCE LANGUAGES

FRENCH

1. Elementary French (p. 70). Year course; *six hours*; 10, M., T., W., Th., F., S. MR. WELLS

2. Modern French (p. 70). Year course; 10, T., Th., S. Prerequisite: Two years of French in preparatory school.

MR. CHURCHMAN

3. Advanced French (p. 70). Year course; 9, T., Th., S. Prerequisite: Three years of French in preparatory school or French 1. MR. CHURCHMAN

4a. Aims and Methods of Teaching French and German; Teachers' Course (p. 71). First semester; 10, M., W., F. Prerequisite: Three years of French in preparatory school or French 1. MR. CHURCHMAN

4b. Teachers' Course (p. 71). Second semester; 11, M., W., F. Prerequisite: First semester of French 3.

MR. CHURCHMAN

6. Literature of the Nineteenth Century (p. 72). Year course; hour to be arranged. Prerequisite: The student must have passed French 3 with credit or French 1 or 2 with a grade of A. An occasional departure from this principle may be

allowed in exceptional cases. This course will not be given if Spanish 2 is given.

MR. WELLS

16. Historical-literary course. (A new course.) Study of the important periods of French history in the writings of some of the most celebrated French historians whose works give them also high rank in the art of literature, and reading in a few great authors who have profoundly influenced the course of history or received their inspiration from historical events. Incidentally a comparative study will be made of the different schools of historical writing, and these correlated with the general movement in thought and literature. Use may be made of a manual of French history in English as a guide.

This course is designed to bridge the gap that exists between different departments in collegiate instruction, giving the student of history an opportunity to read some of the best French literature and the student of literature a historical background for his other courses, without taking either seriously outside of his own field. In the latter part of the year the work may be made largely individual, so that each student may independently pursue the line of his particular interest. The course will count toward the major or minor requirement in either French or History, and may be taken for a single semester, but cannot be used for fulfilling the requirement as to distribution of courses (Catalogue pp. 29 f). Open to students who have had French 3, or who have passed French 1 or 2 with a grade of A-, and to some others who take French 3 simultaneously. *Three hours*, thruout the year. Place in the hour plan to be fixed later.

MR. WELLS

ITALIAN

1. Elementary course (p. 73). Year course; 10, M., W., F.

SPANISH

2. Second year Spanish (p. 73). Year course; hour to be arranged. Prerequisite: Spanish 1. This course will not be given if French 6 is given.

DEPARTMENT OF GREEK

1. Plato, *Apology*; Homer, *Iliad* (p. 75). Year course; hour to be arranged. Prerequisite: Greek 7 or its equivalent.

MR. BRACKETT

3. The Greek Drama; Aeschylus, Sophocles and Euripides (p. 75). Year course; hour to be arranged. Prerequisite: Greek 1.

MR. BRACKETT

7. First Year Course (p. 76). Three hours first semester, six hours second semester; nine hours' credit for the course; hour to be arranged. Students who have had one year only of Greek may enter at the beginning of the second semester.

10. Greek Tragedy in English (p. 77). First semester; hour to be arranged. Open to Juniors and Seniors.

History of Greece. See announcement of the Department of History.

DEPARTMENT OF LATIN

1. Livy, Selections; Horace, Selections, chiefly from the *Odes* (p. 78). This is the same course as Latin 1 in the January catalog except that Sallust is omitted and all the time given to Livy and Horace). Year course; 11, M., W., F. Prerequisite: Four years of Latin in preparatory school. MR. RANDOLPH

5. Tacitus, *Dialogus* and *Agricola*; Suetonius, Selected *Lives* (p. 79), or a course made up to suit the requirements and wishes of the members of the class. Year course; hour to be arranged. Prerequisite: Lat. 1 or its equivalent.

MR. RANDOLPH

8. Latin Composition (p. 80). Year course (divisible); hour to be arranged. Prerequisite: Latin 1 or its equivalent.

MR. RANDOLPH

11. Intermediate Latin. (A new course in easy Latin for men who have had some preparation in secondary school, but not enough to qualify them to enter Latin 1. A thoro review of forms and syntax will be made and the reading will include both prose and poetry. Year course (divisible); hour to be arranged. Prerequisite: One year or more of Latin in preparatory school.

MR. RANDOLPH

CHANGES IN THE FACULTY

At their regular meeting in May, the Trustees voted the promotion of Dr. Ralph G. Hurlin from an instructorship to an assistant professorship in Biology and advanced Dr. Robert H. Goddard to the acting headship of the Department of Physics.

The College has recently lost four Faculty members by resignation; Prof. John C. Hubbard who goes to New York University as Professor of Physics; Prof. William M. Hudson who goes to Kenyon College, Gambier, Ohio, as Professor of Economics; Prof. Arthur L. McCobb and Mr. Herschel T. Manuel who have resigned for the purpose of further study. Dr. Clarence H. Haring also who has served the College during the year as non-resident lecturer in History, will not be with us next year. He goes to Yale as Assistant Professor of History.

New appointments have been made as follows:

LUDWIG REINHOLD GEISSLER, PH. D.

Assistant Professor of Psychology and Education

B. Lit., University of Texas, 1905; Ph. D., Cornell University, 1909; Assistant in Psychology, Cornell University, 1905-1909; Research Psychologist, Nela Research Laboratory, Cleveland, Ohio, 1911-12; Associate Professor of Psychology and Education, University of Georgia, 1912-16.

ARTHUR WALLACE CALHOUN, PH. D.

Assistant Professor of Economics

A. B., University of Pittsburgh, 1906; A. M., University of Wisconsin, 1913; Ph. D., Clark University, 1916; Professor of English and Philosophy, New Windsor College, 1906-07; Professor of Latin and History, Normal School, St. Petersburg, Fla., 1907-09; Instructor in German and History, Florida State College for Women, 1910-11; Professor of Philosophy and Social Science, Lenox College, 1912-13; Professor of Social Science, Maryville College, 1913-15.

AXEL JOHAN UPPVALL, A. M.

Assistant Professor of German

A. B., Colby College, 1905; A. M., Harvard University, 1907. Student of the Universities of Göttingen, Nancy and Pennsylvania, 1905-1907; Teacher of French and German in Hebron Academy, 1907-8, and in The Phillips Brooks School, 1908-9; Instructor in French and German in the University of New Brunswick, 1909-10, and in the University of Pennsylvania, 1910-11; Professor of French and German in the University of New Brunswick, 1911-16.

THE TWELFTH ANNUAL COMMENCEMENT

The first event of the Commencement season of 1916 was the Prize Debate, a contest for some years in abeyance but now revived as a result of the increased interest in debating. The Debate was held in the Assembly Hall before a special assembly at 9 o'clock on the morning of May 25. The question was one of local interest, to wit, the advantage of introducing the system of entrance examinations at Clark. Messrs. Francis J. Hayes and William J. Barr supported the affirmative, Frank Harshowitz and Frederic O. Gifford the negative. President Sanford presided; the judges were Professors Hoyt, Hudson and Hankins. The prize of \$25 was divided by agreement into three parts, \$13 going to the winning team, \$8 to the best individual speaker, and \$4 to the next best. The negative team was awarded the whole amount, not only winning the debate but capturing both individual prizes, Mr. Harschowitz the first and Mr. Gifford the second.

The Commencement dinner of the Scholarship Society took place at Hotel Warren on May 26. The initiates were Messrs. Eells, Lubin and Talamo, who were inducted into membership by Professor Brackett and President Sanford. The principal after-dinner address was made by Dr. George E. Dawson, of Springfield and Hartford (the father of Dawson, '16, President of the Scholarship Society), who spoke on "Education and the Intellectual Life"; by Professor Churchman on "Some Neglected Aspects of the Open Mind"; by Mr. Robert I. Bramhall, '05, who spoke for the Alumni, and by Mr. Haskell Talamo for the new members.

The final Assembly of the year, at which the athletic prizes were awarded, and the President delivered his annual address to the Seniors, was held at 12.30 on May 31.

The Gryphon Banquet was held on June 7 at Hotel Warren. Ernest W. Nelson, '16, presiding. Addresses were made by Dr. Sanford, Wallace W. Greenwood, '15, Dr. Hubbard, and Harold H. Blanchard, '16. Messrs. Bodfish, Dickey, Illingworth, Smith, Stevenson and Titchener were the initiates.

For Commencement Week the College and the Musical Clubs joined in issuing an attractive pamphlet program, showing the College colors in its scarlet ink and white paper and carrying as illustrations group portraits of the Senior Class in caps and gowns, and of the Musical Clubs. A similar program was issued in earlier years by the College alone, but had been allowed to lapse as seeming to involve a disproportionate expense.

Commencement Week began with the Baccalaureate Service held at Pilgrim Church, but this time at the hour of the usual morning service. The weather was propitious and the congregation larger than usual at Clark Baccalaureates. The devotional exercises were conducted by Rev. George L. Hanscom, the pastor of the church. The music was under the charge of Carroll C. Pratt, '15, the organist of the church, and the Clark College quartet, who, with white stoles over their academic gowns, looked decidedly churchly. For an anthem the quartet sang the *Interger Vitae*. The preacher was Rev. Dr. Wolcott Calkins, of Newton, who delivered the original and impressive discourse printed in full below.

The Prize Speaking Contest took place on Monday afternoon at three o'clock in the Assembly Hall. The President of the College presided, and the judges were Professor Zelotes W. Coombs, of the Worcester Polytechnic Institute; Professor John X. Pyne, S. J., of Holy Cross College; and Professor Samuel F. Holmes, of Worcester Academy. The contestants and their selections were as follows:

Simmerer, '17, "Shakespeare" (*Ingersol*); Elkind, '18, "Last Speech in Ireland" (*Meagher*); Beveridge, '18, "Vision of War" (*Ingersol*); Seder, '18, "John Adams' Supposed Speech for Independence" (*Webster*); Illingworth, '17, "The Prisoner's Plea" (*Davis*); Ginsburg, '16, "Speech Before the Boston

City Club" (*Bryan*). The prizes, \$15, \$10 and \$5, were awarded respectively to Messrs. Ginsburg, Elkind and Beveridge.

On the evening of the same day, the Senior Banquet was spread at Hotel Warren. Mr. Thomas B. Joyce acted as toastmaster, and Messrs. Cole, Mason, Morlock, Sturges and Townsend were speakers.

The Fraternity receptions came on Tuesday afternoon. Kappa Phi, Phi Mu Upsilon and Alpha Sigma Alpha kept open house and had this year the fortune of good weather.

The concert of the Musical Clubs on Tuesday evening filled the gymnasium with delighted listeners. The Clubs undertook in the second part of the program something much more ambitious than usual for such organizations and carried it through with marked success—the rendition, with costumes and simple stage settings, of selections from Gounod's "Faust." The program follows:

PART ONE

1. ORCHESTRA, (a) Adele *Briquet-Lampe*
(b) One Step March *Roberts*
2. GLEE CLUB, Lost Chord *Sullivan-Macy*
3. VIOLIN SOLO, (a) Minuet in G *Beethoven*
(b) Schön Rosmarin *Kreisler*
MR. ELROY L. MCKENZIE
4. QUARTET, When the Roses Bloom . . . *Hoffnung-Lewis*
MESSRS. GIROUX, FERGUSON, GREEN, UHRIG
5. GLEE CLUB, Ancient Folk Songs *Att. Kremser*
(a) William of Nassau
(b) Prayer of Thanksgiving
6. BARITONE SOLO, Bandolero *Stuart*
MR. ARTHUR W. GREEN
7. QUARTET, What the Chimney Sang *Parks*
MESSRS. GIROUX, FERGUSON, GREEN, UHRIG

PART TWO

Faust, ARTHUR B. GIROUX

Mephistopheles, FRANK V. UHRIG

Siebel and Valentine, ARTHUR W. GREEN

1. ORCHESTRA, Overture
2. RECITATIVE, Interrogo invano FAUST
3. DUETTO, Ma il ciel . . . FAUST AND MEPHISTOPHELES
4. KERMESSE, Su, da bere MUSICAL CLUBS
5. RECITATIVE, O santa medaglia VALENTINE
6. VALZO, Come la breezea MUSICAL CLUBS
7. CORO, Deponiam il brando MUSICAL CLUBS

The officers and members of the Clubs for the year were: F. A. Townsend, President; W. G. Harris, Leader; H. H. Sloan, Manager; W. D. Scudder, Assistant Manager; and J. B. Titchener, Assistant Manager. Glee Club: First Tenors, H. E. Simmerer, A. B. Giroux, W. A. Hafner, K. K. Putnam, D. W. Rial, M. Rattner, H. Talamo, H. H. Blanchard, R. W. Lindsey, R. P. Russell; Second Tenors, E. T. Dunham, M. Ginsburg, G. L. Magoun, F. A. Townsend, W. D. Scudder, J. W. McCrillis, P. G. Neal, G. Richter, D. Sage, E. R. Closson, W. O. Lyon, A. N. Hammond, E. N. Harriman; First Basses, E. H. Dickey, A. W. Green, A. S. Levensohn, G. H. Merriam, J. A. McGuinn, H. Eells, M. F. Prue, H. M. Sturges; Second Basses, R. E. L. Loring, E. Stevenson, F. E. Cole, F. V. Uhrig, H. K. Brigham, J. B. Titchener, H. H. Sloan. Orchestra: Violins, E. L. McKenzie, S. I. Jasem, W. D. Scudder, H. M. Sturges, P. G. Haire; Drums, S. E. Pond; Cornets, F. S. Walls, R. W. Lindsey, F. E. Cole; Cellos, J. G. Elkind, W. G. Harris; Trombone, M. L. Melville; Clarinet, J. B. Titchener. Male Quartet: A. B. Giroux, H. A. Ferguson, A. W. Green, F. V. Uhrig. Soloists: A. W. Green, F. V. Uhrig. Readers: R. S. Illingworth, F. E. Cole. Accompanists: W. G. Harris, H. E. Simmerer, E. W. Nelson.

The itinerary for the year covered fourteen concerts for the Club besides four for the quartet.

At the Class Day Exercises, Wednesday morning, the address of Welcome was delivered by Ernest W. Nelson, the Class History and Prophecy by Austin L. Whittey, and the Class Oration by Abraham S. Levensohn. In place of a Class Poem George A. Morlock read a feeling appreciation of the College. The Class Gift took this year the form of a contribution of \$100 in the name of the College to the Belgian Relief Fund. The presentation address was made by George E. Hartz. In accepting the gift President Sanford expressed in a few words his satisfaction over the form that the gift had taken especially as by this means the College was enabled to have a part in a noble charity in which it otherwise could not have participated.

The Class Committees for the year were:

BANQUET COMMITTEE

L. H. Morse, Chairman	F. A. Townsend
H. H. Blanchard	A. L. Whittey

GIFT COMMITTEE

D. Sage, Chairman	I. Lubin
R. T. Gifford	C. T. Soteriades

BIOGRAPHIES COMMITTEE

H. Talamo, Chairman	G. P. Foster
L. L. Atwood	H. Mason
F. H. Ellsworth	L. P. Morse
H. P. Ward	

PICTURE COMMITTEE

J. E. Brierly, Chairman	G. H. Burnham
A. S. Levensohn	

CAP AND GOWN COMMITTEE

L. V. H. Judson, Chairman	A. L. Prince
H. C. Robinson	

SENIOR BALL COMMITTEE

P. R. Dawson, Chairman	G. L. Magoun
H. K. Brigham	H. M. Sturges
F. E. Cole	L. S. Thompson

CLASS DAY COMMITTEE

G. H. Merriam, Chairman	J. W. McCrillis
G. E. Hartz	P. H. Otis
M. Ginsburg	L. B. White

CLASS MARSHAL

H. H. Sloan

The final meeting of the senior class was held on the afternoon of Class Day.

The meeting of the General Alumni Association was held on the afternoon and evening of Wednesday at the Leicester Country Club. In the afternoon the Alumni-Varsity Tennis Matches were played off. Dinner was served at six, followed by the annual meeting of the Association and the first meeting of the newly organized Alumni Council.

The Alumni Council was organized by the election of the following fifteen members from the graduate body: For the three-year term, Elwin I. Bartlett, '07, Edwin L. Clarke, '09, Roy M. Cushman, '05, Burton N. Gates, '05, and Philip D. Wesson, '10; for the two-year term: Robert I. Bramhall, '05, George E. T. Cole, '11, Leon E. Felton, '07, Wallace F. Powers, '10, Clarence P. Shedd, '09; for the one-year term: Gardner C. Basset, '11, Henry C. Marble, '06, Allan B. Miller, '05, George H. Mirick, '07 and Hiram N. Rasely, '12. The Faculty member for one year is Professor George H. Blakeslee.

The duties of the Council, as provided by the new Constitution of the Alumni Association, are to "consider matters of policy relating to the College and to devise ways and means for a closer co-operation between the Trustees, Faculty, Students and Alumni; to recommend such action as they deem expedient to the proper authorities and organizations, and to represent the Alumni in all instances where it may be necessary."

The nominations to the Council were made by a committee appointed at the late general business meeting of the Alumni Association. From the thirty presented by this committee, the fifteen above-mentioned were then elected by general ballot by the Alumni body.

The Officers of the Council selected at the first meeting were: Leon E. Felton, Chairman, and Philip D. Wesson, Secretary.

The short time at the disposal of the Council at its first meeting was devoted to a discussion of various problems now confronting the college. First came the question of the recently adopted Latin-mathematics requirement. For the benefit of the graduates who were not familiar with the details, Dr. Blakeslee outlined the rule and then set forth at some length the arguments and reasons upon which the faculty had acted. In the general discussion which followed, nearly all of the members expressed an opinion. It was finally determined that a committee consisting of Bramhall, Cole and Cushman should collect data to assist the Council in a further consideration of the subject at the next meeting.

Another committee composed of Gates, Shedd and Miller was instructed to investigate and report on matters affecting the fraternities.

The policy of the Council as to times of meetings was left open. It was agreed, however, that whenever any special occasion shall arise, a session of the Council may be called by the presiding officer, and an effort will be made to have at least two or three regular meetings during the year.

All of the members of the Council were present with the exception of Gates, Powers, Clarke and Basset.

The President's Reception which had been set this year for an early hour in the hope of accommodating the alumni took place as usual at the President's house.

The program of Commencement Day was as follows:

MUSIC

INVOCATION

Rev. Charles E. Beals, Pastor of the Church of the Unity

ADDRESS OF WELCOME

Edmund Clark Sanford, President of the College

COMMENCEMENT ADDRESS

Professor Josiah Royce of Harvard University

MUSIC

CONFERRING OF THE DEGREE OF BACHELOR OF ARTS

President Edmund C. Sanford

CONFERRING OF THE DEGREES OF MASTER OF ARTS AND
DOCTOR OF PHILOSOPHY

President G. Stanley Hall

PRESENTATION OF THE WRIGHT MEMORIAL FUND

Michael B. Fox, M.D., President Worcester County
Alumni Association

BENEDICTION

The degree of Bachelor of Arts was conferred upon the
following candidates:

John Edward Brierly	Harry Mason
Harold Kingsbury Brigham	George Henry Merriam, Jr.
Guy Harvey Burnham	George Albert Morlock
Franklin Everett Cole	Laurence Preston Morse
Eugene Aikens Darling	Paul Homan Otis
Hastings Eells	Arthur Leslie Prince
Frank Harold Ellsworth	Harold Chadbourne Robinson
George Potter Foster	David Sage
Raymond Thornton Gifford	Harold Hall Sloan
Maynard Ginsburg	Constantine Theo. Soteriades
George Edwin Hartz	Harold Merwin Sturges
Thomas Bernard Joyce	Francis Cecil Sumner
Lewis Van Hagen Judson	Haskell Talamo
Leib Lehrer	Luther Solon Thompson
Abraham Saul Levensohn	Frank Amos Townsend
Isador Lubin	Henry Peter Ward
Jacob Wilson McCrillis	Leslie Burrill White
George Lester Magoun	Austin Lawrence Whittey

WITH HONOR

Paul Reber Dawson

WITH HIGH HONOR

Leland Leavitt Atwood

WITH HIGHEST HONOR

Harold Hooper Blanchard Ernest William Nelson

Annual Collegiate Honors were awarded as follows:

SENIORS

First Honors

Harold Hooper Blanchard	Ernest William Nelson
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Second Honors

Leland Leavitt Atwood	Isador Lubin
Hastings Eells	David Sage

JUNIORS

Second Honors

Robert Ware Bodfish	Cooper Harold Langford
Ralph Hadley Bullard	Walter Francis True

FRESHMEN

First Honors

Charles Henry Beckley	Henry William Mattfield, Jr.
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Second Honors

Leon Walter Cook	Samuel Irving Hillman
Solomon Isaac Jasem	

The President also announced the following elections to the Scholarship Society: From the class of 1916, David Sole; From the Class of 1917, Ralph Hadley Bullard; Robert Ware Bodfish; John Bradford Titchener.

The degree of Master of Arts was conferred upon the following candidates:

Vernon Charles Allison	Thomas Hancock
John Edward Bentley	James King
James Furman Brooks	Gertrude Emma Kneeland
Alice May Burgess	Shinichi Kurihara
Fred Charles Conley	Joseph Twichell Lansing
James Francis Conlin	Howard Hale Long
Lorey Clifford Day	Ivan Eugene McDougale
Clarence Henry Elliott	William Barnard Mooney
Harold Allen Ferguson	Clyde B. Moore
Carroll Newman Gibney	Veazie Winthrop O'Hara
Nathan Howard Gist	Henry Cole Parker
Esther Maud Greisheimer	Leroy Elden Peabody

Caroll Cornelius Pratt	Benjamin Lewis Waits
David Weimer Rial	John Thomas Ward
Francis Aloysius Ryan	Alfred T. Ware
Lawrence Smith	William Edward Zeuch

The degree of Doctor of Philosophy was conferred upon the following candidates:

James Mace Address	Peysah Leyzerah
Arthur Wallace Calhoun	Florence Mateer
Harold Randolph Crosland	Maurice Walter Meyerhardt
William Learned Dealey	Francis John O'Brien
Lucile Dooley	Edward Bates Peck
Baiten Hori	Frederick Madison Smith
Mary Treudley	

A special feature of the Commencement Program this year, was the handing over, to the Trustees, of the fund collected for the endowment of the Carroll D. Wright Lectureship. This fund which now amounts to over \$5,000 has been collected by a voluntary committee, consisting of Parker, '05 (later Fox of the same class); Belisle, '06; Hillman, '07; Everitt, '08; Shedd, '09 (later Karlson of the same class); Rice, '10, and Anderson, '11, representing the Alumni and Doctors Blakeslee, Wilson and Sanford representing the Faculty. Contributions have been received from the Alumni who were members of the College during President Wright's presidency, from members of the Faculty, and from his friends outside the institution. The amount, aside from a very few gifts of over \$100 was contributed for the most part in small sums by givers who are just getting their start in life. In accepting the fund on behalf of the Trustees, Colonel Bullock, President of the Board, said that the fund was accepted as the nucleus of an endowment and expressed the hope that it might be yet further increased by friends of President Wright and of the institution.

The formal Commencement addresses are printed in full below.

The festivities ended as usual with the Senior Ball. The Patronesses were the ladies of the College Faculty with Mrs. G. Stanley Hall. The ushers were Messrs. Bullard, Parks, Richardson and Stevenson. Dancing continued until two o'clock.

THE BACCALAUREATE SERMON

BY THE REV. WOLCOTT CALKINS, D.D., OF NEWTON

FIVE SMOOTH STONES

Text: I Sam. 17:40

There were giants in those days. There are giants in our days. What puny giants were David's compared with ours ! The Liquor Traffic, Monopoly and War!

Do you imagine I am going to rally you, my dear young friends, to a quixotic campaign against these huge giants? The President of the United States has fired a shot at every one of them. One political party has been flinging stones at them this last week, and the other will try next week to get a better aim; and all we ask of both of them is not to leave us between the devil and the deep sea, but give us the chance between two good men who will not get into a panic.

No, my young friends, your turn has not come yet. I hope you have picked up five smooth stones, to fling at all the gigantic evils which menace our peace and prosperity in due time. But I'm not going to say another word about them now. There are other Giants defying your Israel this moment. They are not outside of you, but crouching within yourselves: Obstacles to your success in life; hindrances to your usefulness; problems to solve in practice—the first steps to take now when you must go alone without parent or teacher to guide you and when nobody but yourself can make or mar your fortune, your present Giants and the smooth stones to slay them; not a word more about anything else this morning.

There is one loathsome Giant that I hate to mention. But I have vowed to my God that I will tell you the truth as I have seen and felt it; the truth, the whole truth and nothing but the truth.

About five years after my graduation from Yale College, a gentleman from New York made a journey of some hundred

miles on purpose to ask me about the character of a young man. I refused; I scarcely knew him; never met him except when he came into a room where I happened to be; my rigid rule was *nil de mortuis nisi bonum*. This man was the same as dead to me and as I had nothing *bonum* to say, I refused to talk at all.

"You are going to tell me everything you know about him," said the stranger, "for he has just asked my daughter to be his wife."

I was aghast. At last, with great reluctance, I said: "I will tell you one thing, I never heard him talk five minutes without telling some story, or using some expression which would have shocked a lady if she had been present. But that was five years ago. He was very young. He may have reformed. I hope that now he is——"

"Stop right there," said the stranger, "don't say another word. You have done your duty. I thank you and now I am going to do mine. I will lay my daughter in her grave rather than let her marry that polluted wretch!"

What kind of smooth stone have you, my dear boys, to fling at that Giant? Another story will describe a good one.

There was a dear boy in my Sunday School once, clean-handed, pure-hearted, wide-awake and ambitious, who gave up his coveted college course to support his widowed mother and a young sister. He commenced business as a drummer at the age of sixteen. He came back from his first trip, threw his arms around his mother and exclaimed:

"O mother! I didn't know it was such a wicked world. I've seen things, and I have had to hear words that would have brought the blush to you and Julia. But mother, mother! Look me straight in the eyes; since I left home I have not said a word myself and have not done a thing which I wouldn't be glad to have you and Julia and the very angels of heaven know all about!"

I declare on my conscience that's the grandest profession of religion I ever heard in my life.

My dear boy, think of your mother and your sister; think

of the dear girl who will be your wife; think of the little children who before they can know God will know you and worship you as infallible and unspotted of the world; think of the home which is going to be the sweetest foretaste of heaven on earth, and then sling your smooth stone at this loathsome Giant. Stone him to death, stone him to death!

O holy Lord who with the children three
Didst walk the fiery flame,
Help in those trial hours which save to thee
I dare not name;
Nor let these quivering eyes and sickening heart
Crumble to dust beneath the tempter's dart.

There is another Giant only a little less monstrous than the first one, which reminds me of another true story:—

There was a tragedy in Yale College a few years before my time. The most brilliant prize in the gift of the college had been awarded for original composition to a senior who had never distinguished himself in anything before. He was the son of a prominent clergyman and was esteemed the most pious man in the class. But he was what Andrew D. White calls a "gerund grinder," a plodding student, never marked above C — and quite content with D and E. His themes were commonplace, and the faculty were amazed to find this writing of his marking him so supremely the best writer in his class that nobody was second.

Then came another surprise. From the day he received the award he was a changed man. It was conferred on presentation day, six weeks before commencement, and he seemed to be stricken with paralysis at the announcement. He lost all interest in the final examinations, just passed as the lowest man in the class, hid himself in his room, and was the very picture of melancholy. One evening when all were assembled at prayers the President asked the audience to resume their seats after the benediction, and this senior went to the platform, pale and trembling, and said:

"I have a confession to make before you all. The essay which gained for me the gold medal was copied word for word from the manuscript of another. I know you will all despise me. I shall not resent it if not one of you will ever speak to me again. But I can not live another day as a liar and an impostor. God have mercy on my soul!"

You remember a similar tragedy in Hawthorne's romance. The hero of that story protested that the only spot in the universe where he could escape from the Hell of his remorse was the pillory of shame. Well, that describes the smooth stone, the only smooth stone that will stone to death this Giant Despair which Bunyan shrewdly describes as the last enemy of his pilgrim.

God forbid, my dear boys, that I should suspect you of any such crime as my story has described. But not one of you is masquerading as a saint. You are turning back the pages of your college history in these last solemn days; you have forgotten a great many days of hard, honest work, a great many days of innocent pranks, and a few not quite so innocent, but there is one day, one night, which you will never forget—then you faltered in duty. There is the black spot in your record. There stands the horrid Giant of unavailing regret.

Is it unavailing? No, oh no! There is a smooth stone that will stone him to death. My story proves it. That plagiarist three years later stood before a council ordaining him for the gospel ministry and insisted on repeating the same confession.

"I must begin my ministry," he said, "as a repentant and forgiven sinner, or else I can never call others to repentance and forgiveness."

Stone the Giant of Remorse for sins which can never on earth be scratched out of memory; stone him to death by confession, if need be, by repentance like David's for his great transgression, repentance which was swifter and more shattering than his shot at Goliath. Stone him to death, Oh, stone him to death!

Now, my dear boys, we have killed off our two worst Giants to begin with. It is a relief to start on our hunt for the rest of them. They may all be devilish, but at least, like Milton's satan, they are not so despicable.

Our President sent for one of the Phi Beta Kappa men of our class and told him about the best all-round scholar in a class ten years back, valedictorian, the best classical scholar ever graduated, subsequently a Ph. D. from Berlin University, a master of Hebrew and Sanscrit, a writer of critical papers in Philological Journals.

"And here he is," said the President, "lingering in New Haven, doing nothing, and good for nothing to this day."

"I see your point, Mr. President," said my classmate, "and you needn't worry about me for three years to come: I am heavily in debt for the expense of my college course and there is nothing for me to do just now but make money enough to square up."

"Thank God," he said. "I'll risk you if you can only get over that first atrophy of some of our best scholars."

This atrophy of mind and aspiration, something like the fainting away of our strokes in the winning boat; this lull of energy at the finish; it's dangerous, boys, if it lasts long. The hero of Gil Blas' story exclaimed, after one of his most toilsome adventures, "*Inveni portum; Spes, fortuna, sat me lasistis, nunc ludete alios!*" This tells you what kind of smooth stone to shy at this lazy Giant of sheer weariness. Say to yourself: "That's a lie, I have not reached the harbor, I have not come to anchor. Hope and fortune have their worst pranks to play with me yet, I have been sliding downhill for four years. My uphill climbs have just begun." The need of paying debts or making a living is one good stimulus. If you haven't that, you must have some equivalent. And you haven't the least equivalent, if your father is a rich man and you are thinking now: I have nothing to do to make a living. Pride, shame, ambition, sheer obstinacy, anything with a sting in it must spur you on over this obstacle.

I met a neighbor of mine on the train from Boston one day

looking tired and discouraged. He told me he had been going around among all his business friends trying to get a situation for his son, and had failed completely.

"And you," said he, "would not have had the slightest trouble. The first man you approached would have snapped up either of your boys. Now, my boy is in their class. You know him. He is a clean handed, stout-hearted fellow, just as good as your boys. But he is the son of a rich man and they wouldn't look at him."

Somebody in an employment agency has been asked how many sons of very rich men he has placed who have made good. He replied, "not one." Over and over again we have been hearing that inherited wealth is the worst handicap a college man can encounter.

Believe me, boys, that is all nonsense. Not one? Why, this very son of my friend is one. He thanked his father, begged him not to try again, got a place himself and is to-day one of the most prosperous and public spirited business men in Boston. Andrew D. White is another. He has not added a dollar to the wealth he inherited at graduation. But he did not lose a day after his prize oration at commencement. He has worked as hard as any of us who had to grub for a living. United States Ambassador to Russia and Germany, president and benefactor of Cornell, and author of books, he shot down at the first encounter his Giant, or rather took him prisoner and made him a slave and not a master. There may have been some ground for this suspicion of rich men's sons in the past. But we have seen a great change. Rich or poor, our picked men, our genuine scholars are coming out of college for work, they are standing on their own feet.

And this is the smooth stone for you all, my dear boys, to sling at the Giant of Indolence. Set out with Emerson's brave words: "Nobody but myself can get me out and keep me out of useful and paying work." Believe what Shakespeare says:

"The fault is not in our stars, Horatio,
But in ourselves, that we are underlings."

Put all your eggs in one basket, but keep an eye on the basket. Whole hearted, whole souled and whole bodied, face your giants and fling your smooth stones.

Now for another Giant and another smooth stone. Let's have the scientific name for the pebble in Latin: *Non ministrari sed ministare*. That is the original legend inscribed on the assembly room at Wellesley College, and I may as well remind you that you must turn on high speed for uphill work if you expect to keep up with our girls. Fifty-eight years ago I was teacher in Worcester High School of a class just entering from the grammar school. I don't believe there can be found on earth to-day three score boys and girls who surpass them in talent and enthusiasm.

From that class graduated the first man who ever took both the valedictory and the De Forest medal at Yale, several distinguished authors, eminent doctors and lawyers galore, still more captains of industry, professors and one president of college, two colonels of the Union Army and a governor of one of our states. And yet, as they all with one voice then proclaimed and always maintained, the most original, the most thorough and the best all-round scholar in that illustrious class of 1858 was one of our girls. *Non ministari sed ministrare*. It is the daughter's, the sister's, the wife's and the mother's trumpet signal in life's battle. And it must be yours, my dear boys, if you mean to keep step with them. When it comes to an obstacle which can only be shattered by genuine self-sacrificing effort the women will always lead us. Blessed are we if we love to follow them.

We must follow them, if we are good for anything. Look this Giant Selfishness square in the face:—You are ambitious. You set your heart on making a fortune. No, you don't care for wealth. You long for political power. No, you are going to be eminent as an author. No matter what you aim at. The higher the better—if! Set every faculty of common sense and conscience on that awful if! If it be only to gratify your own taste, to secure your own happiness in a word only for yourself, then you are

a failure before you start. You have blighted your life in the bud, and only one life to live, only yourself for whom you are solely responsible. What an awful calamity to gain the whole world and lose your own self!

The shame of the thing is the first stone to fling at that Giant. Then, if that misses the mark, think what satisfaction and joy you lose in drudgery for dollars when you might win a crown.

"What is your business?" was the question George McDonald put to a man he often met in Glasgow in strange company. Just then he was leading by the hand a forlorn street urchin.

"Do you see this boy?" was the reply. "He has no home, no father nor mother. Just now I saw him trying to steal something to eat. I'm going to make a good man of him. Every day I find somebody in trouble. That is my business."

"But what do you work at for a living?"

"Oh! That is what you mean? I mend shoes for my meals and lodging. But that is not my business. All the world is saying: 'The Devil take the hindmost. I hate the Devil and my business is to take the hindmost!'"

I repeat this old story not to urge you to make philanthropy your business but to make your business itself a philanthropy. There isn't any work in the world that really needs to be done which can not be done so as to be profitable to its capitalists and workmen and at the same time useful to somebody else.

I asked Matthew Baldwin once how he came to be the first locomotive builder in America. He replied:

"I was a manufacturer of ornamental jewelry, when the first locomotive was imported from England. I looked it all over and said to myself: I can make a better one. And then I said to myself I can't afford to spend my life in making *gewgaws!*"

Make something besides gewgaws, my friends. Do something that will help somebody besides yourself. And the best way to be sure you are right is to put it negatively: Don't do anything exclusively for the perpendicular pronoun I.

I asked a little fellow in my Sunday School once:

"What is your name?"

"Charley." He answered.

"But what else? Charley what?"

"Nothing, just Charley."

"But what else do they say when they call you Charley?"

He took a good while to think, and then replied dolefully:

"Most always they say: Charley don't!"

Let me wind up this section with a rapid fire of don'ts:

Don't talk before you act. Remember Goethe's short definition of the beginning of everything: "*Im Anfang war die That.*" Don't keep saying what you are going to do. Do it first. Then you may never need to talk about it at all. If you are a salesman, don't tell lies. Don't sell for all wool what you know to be half cotton. Don't fix a price to be scaled down. Don't buy nor sell on long credits. These were A. T. Stewart's three rules from which he never suffered the least deviation. Don't go to law, if a tolerable settlement out of court is possible. Don't split hairs but twist tough cables. Don't take selected risks, but risk selected work. Don't expect to be wheeled in a perambulator, and don't shirk wheeling somebody else who can't walk. Don't expect to be a great man, but try to make your little man worth while. Don't mind if you can't get what you earn, be glad to earn more than you get. Don't make a vulgar fraction of your life, nor get the decimal point on the wrong side of the integer.

I think the profession which works most efficiently with these high ideals in the ascendant is not the calling of preachers and teachers. Of course we know that we must be content with low pay and high thinking. And certainly it is not the scramblers for predatory wealth with princely endowments of universities and libraries and schools of research as make-shifts for honesty.

No. Our beloved physicians are doing more purely gratuitous work than all the rest of us. Three of the most eminent surgeons in New York City who had never seen me until I was a "case" in their hands, worked over me for hours

pulling dislocated bones into place. They all offered their service gratuitously and when one of them accepted a nominal fee at my urgency and I objected that it was too small he said:

"That's all right. I cut a felon out of Jay Gould's thumb yesterday and he paid me \$1,000 with profuse thanks!"

But I beg of you to be just as indifferent as you can afford to be, to mere material compensations for self-sacrificing work. The love of money is one of the roots of all evil. My deacons asked an applicant for church membership once if he believed the doctrine of total depravity.

"No, sir," said he, "no sir! I used to, but I've turned over a new leaf."

Father Taylor preaching to his sailors and describing salvation as a gospel ship under full sail, suddenly stopped, looked from his platform down an imaginary forecastle and called out:

"Mike, where are you?"

"Down here!"

"What are you doing down there?"

"Born down here. Always been down here."

"Of course. We've all been there. But the Captain's on deck now. He is going to send us all up aloft. Come up out of there, Mike!"

Come up out of sluggishness, selfishness, and all sorts of total depravity. Take possession of your whole self. Get your conduct rooted in a second nature which is spontaneous. Then you are *vir tenax propositi*. Then you will follow and can't help following the footsteps of conquerors.

A French marshal once found his battalion shrinking back from a galling fire, and commanded two of his stoutest men to throw him over the enemy's parapet, calling out, "Follow me!" They followed and in five minutes victory was won. Instincts are always better than intentions if they are in the right direction.

You remember the thrilling answer to Dante when he asked if any of the heathen would enter Paradise: "The Trojan

Ripheus, that just man who would not defraud even an enemy; the sisters three, Faith, Hope and Charity were to him more than baptism a thousand years before the sacraments!"

My dear young friends, the single life of every one of you is an investment worth more than Carnegie's millions. You have cost the founders of this College, the pioneers and defenders of this great nation an immense expenditure of treasure and labor. Here you are, in the freshness of mature manhood with the most vigorous and glorious years just before you; the years when Alexander and Wellington won their first battles, when Milton wrote his *Comus*, when Henry Clay and Abraham Lincoln were admitted to the bar, when Wendell Phillips made the speech in Faneuil Hall which is still resounding. Can you endure the thought for a moment of wasting this resplendant heritage?

Suffer a veteran, who is to celebrate in a few days the sixtieth anniversary of his graduation and has tested before telling the truth, to plead with you to make the beginning and the unfolding of your whole working life a perpetual service of God and your brother men. Then if, as I pray you may, you shall look back upon four score years of growth and achievement, you will say with me:

Life, we've been long together
In pleasant and in cloudy weather;
It's hard to part when friends are dear,
Perhaps 'twill cost us many a tear;
So steal away, take thine own time,
And give me little warning
Say not good-night! But in a happier clime
Bid me, good-morning!

THE ADDRESS OF WELCOME

BY PRESIDENT EDMUND C. SANFORD

Friends of the College and the University, Parents and Friends
of the Graduating Classes!

It is my pleasant privilege to bid you all a hearty welcome. The work of the year is over and we are here to bid God-speed to the groups of young people who are now to pass on into graduate and professional studies or out into the world of practical life. The occasion is one of youth, of hope, of happy anticipation. We invite you to rejoice with these young people and with us!

But what sort of world will those find who are so soon to go out into it? Not a very different world certainly from that which it has been for a good while, in spite of the fact that the best part of one continent is in an agony of war and all the others are disturbed in sympathy—a world in the making, a world in which good and evil are still pretty much mixed, where the best men, or parties, or nations, are almost always a little bad, and the worst, at least, a little good. A world in which there is great need of both passion for the right and cool judgment in striking for it; the first to nerve the arm and the second to guide the stroke.

Such a combination of qualities is evidently, in any one man, a rare, almost an impossible combination, and even in parties and nations where many co-operate and some supply the zeal while others furnish the discretion, the ideal balance is seldom hit upon.

Of these two essential elements—feeling and intelligence—the first is very largely the direct gift of nature, the second largely the result of training and experience. It is true that the things which rouse our feelings may be changed; we may come to love what we once hated and to hate what we once

loved, but the intensity with which we love and hate, the fiery or the temperate quality of our emotions, is born in us and can be little changed. Intelligence on the other hand is a matter in large degree of information and experience. It is something which it is the especial business of education at all its levels to cultivate.

For this reason the college or university man, whether he wills it or not, becomes, or ought to become, somewhat specialized, as compared with others, on the side of intelligence, and it is plain where his field of service lies. He can usually best serve his country in times of uncertainty by keeping cool and trying to see things precisely as they are. He will usually serve it least by adding another to its whirling dervishes and Indian ghost dancers.

Let me give you a couple of examples—first a small one. When the present war in Europe broke out some observers announced that Christianity had gone bankrupt because nominally Christian nations were flying at each other's throats. But one has only to think a moment to realize that the field of international relations has been from time immemorial a field in which Christian principles have been conspicuously not tried. The old definition of a diplomatist is a man who lies abroad for his country. The field of international relations has remained with few mitigations a stronghold of heathendom. If any historical policy is to go into a receivership as a result of the present war it is not Christianity but Machiavellianism—the doctrine that moral principle and human feeling are irrelevant details when the question is one of "national destiny."

In a somewhat similar fashion our militaristic friends would have us believe that the idea of getting on with alien peoples by understanding them and dealing fairly with them, the effort to take an international rather than a narrowly national point of view and the hope of universal peace—all these things that many of us before the war thought were worth while—are in reality a mass of rather foolish illusions—a sort of golden calf, which we, poor fatuous people, have made for ourselves,

like the Israelites of old, and have been idolatrously worshipping. There always has been war, they tell us; there always will be war. Man is by nature a fighting animal and you can't change human nature.

Now this is all very disturbing, not to say distressing, and we feel moved to do many things. Especially, perhaps, to cast away our idolatrous ideas of international morality. But let us keep our heads a moment, and have a good look at the facts. First of all there is the great fact of the present war. It is clear enough that the era of force has not come to an end and is not likely to come to an end for a good while yet. There are things that need to be fought for. "The Lord is" still "a man of war" and the call is still "Come forth to the help of the Lord against the mighty." So much we grant to our militaristic friends; and promise them also to do our full share in the fighting when fighting is necessary; but that is quite a different thing from giving up the active hope for something better, from settling down content with mutual slaughter as the last resort between nations for all time. "Come forth to the help of the Lord against the mighty," yes, indeed, but not that war may be made perpetual, rather that the Lord may in the end establish His kingdom in righteousness and peace. In firm faith in that kingdom and in hope for it, not in despair of it or recreancy to it, are we to do our working and our fighting.

But let us examine a little further the argument of those who call us to unbelief in such a kingdom. They argue that man is a fighting animal and that you cannot change human nature. This is a good enough argument except that its basal proposition is not a fact. Human nature is not unchangeable. It not only can be changed and has been changed ever since the first parent chastened the first child, but plasticity is the very essential mark of it. It can be moulded like wax whenever you take it at the right time and apply the right pressure. The trouble is not with its adamant quality, but with the multitude of influences—almost all social and therefore potentially controllable—which now co-operate in the moulding.

There is no reason to be alarmed for the reasonable ideals that we cherished before the war. They may be harder to realize than we dreamed; their realization may lie very far in the future; but they will be found unshaken by this great war and every other that may follow it. Like summer and winter, seedtime and harvest, they cannot fail, because the things hoped for lie in the direction in which humanity has been moving from the start, in the direction of replacing brute force by cunning, of antagonism by co-operation, of waste by efficiency—in a word, in the direction of a more reasonable and intelligent way of doing things, in the direction in which every rational human being, when he is at his sober best, wants to go.

I will mention but one more field in which a combination of passion and intelligence such as I have mentioned is necessary. I shall do no more than name it, for it will presently be much more ably presented to you by another—I refer to the field of Duty. Here one must not only feel intensely, but see clearly. Here every good man prays first for light that he may know what his duty is and then for unwavering courage to do it to the end.

For our commencement speaker to-day I have asked a distinguished colleague of Harvard University, into whose classes it was my good fortune to come many years ago in the University of California and from whose later work, with many another, I have drawn instruction and inspiration. For me he must always remain in part the friend and instructor of long ago. To you I may present him as Professor Josiah Royce, of Harvard University, Doctor of Laws and of Letters of many great universities at home and abroad, raised by merit to eminence in that great company who have sought most earnestly to find a rational solution of the world's deepest problems of theory and conduct—Professor Royce, who will address you on the Idea of Duty.

THE COMMENCEMENT ADDRESS

THE IDEA OF DUTY

BY PROFESSOR JOSIAH ROYCE of Harvard University

Let me introduce this idea by naming the problem of life to which the idea of duty calls our attention, and by choosing a literary reminder of it.

The familiar lines of Emerson will serve our purpose:—

“So nigh is grandeur to our dust,
So near is God to man,
When Duty whispers low, *Thou must*,
The youth replies, *I can*.”

I will call the problem of life to which the idea of duty directs our attention “The Youth’s Problem.” Why I do so will appear later; but objections can easily be urged to using this name, and I shall devote the early part of this address to discussing some of these very objections. For the idea of duty widens and deepens its scope for your vision the more you view it in the light of objections; and there are indeed some instructive and impressive reasons why one might well call our problem the old man’s problem. Emerson’s words give us one approach to the idea of duty; but this approach gets its true meaning for us only after we have contrasted Emerson’s way of stating the matter with other and very different ways. Let us begin, then, with objections suggested by Emerson’s words.

“When Duty whispers low.” But alas, some of us when we stand in the presence of the greater practical perplexities of our own lives often fail to hear as clear a whisper from Duty as we wish to hear. Then we doubt what our duty is; and the call of duty seems problematic. The first objection to Emerson’s words is, then, that they do not tell us the whole story about duty. To be sure, they do not pretend to

do so, since Emerson only says, "*When Duty whispers low.*" But some supplement to Emerson's wisdom seems called for, since his lines as they stand do at least suggest that Duty's voice is normally clear, while many youths agree with some of their elders in finding the question "What is my duty?" very often a question of wearisome doubt.

The lines of Emerson quoted in the text are found in the poem called "Voluntaries," Section III, contained in the second part of Emerson's Poems, as published in "The Household Edition," edited by Mr. J. E. Cabot. The whole stanza of the "Voluntaries" in question reads:

"In an age of fops and toys,
Wanting wisdom, void of right,
Who shall nerve heroic boys
To hazard all in Freedom's fight—
Forsake their comrades gay
And quit proud homes and youthful dames
For famine, toil and fray?
Yet on the nimble air benign
Speed nimbler messages,
That waft the breath of grace divine
To hearts in sloth and ease.
So nigh," etc.

We must notice that the miracle which Emerson's words call to our attention lies in this, that Duty's voice, although indeed "still and small," is in the midst of all the distractions of youth, in the midst of their sports and their love-making, somehow distinct and clear to the inspired young patriots of whom he speaks. Instead of "low," he might well have expressed his meaning by using the word "clear." The stress with him is laid upon the fact that the voice of Duty, altho low, is still clear to the youth to whom the "nimbler messages waft the breath of grace divine," despite all the distracting and noisy sounds that naturally appeal to "hearts in sloth and ease."

More serious, however, appears in our times an objection

which may be raised when one remembers the answer of Emerson's Youth to the "Thou Must" of Duty. The answer "I can" is in any case a word which can seem reasonable only to those who are already sure about their own way of solving Henley's problem, and of using and defending the thesis, "I am the captain of my soul." For the "I can" of Emerson's Youth speaks the word of one who is certain that his will can determine the course of his life. But, in Henley's lyric, this very word appears as a cry of defiance. And one way of expressing the mood of Henley would be to answer Emerson's whisper of Duty by the stubborn declaration: "I can, but I will not; for the captain of my soul takes orders from nobody. My head is bleeding, but unbowed. Nietzsche and the Superman give me an ideal for the conduct of my life—but they bind me to no obligation other than that to express my own will as I can. The two ethical ideas, then, which I can understand, are the idea of the good in whatever form appeals to me, and the idea of independent self-determination. What I cannot understand is this idea of obligation to follow some will not my own, to obey, to be bound by laws which are not of my own making."

The close connection between Henley's problem and the problem of Emerson's Youth, and the strange conflict between the motives which seem to determine these problems, lie at the basis of some of the most ancient of ethical tragedies. Dutifulness and independence of spirit, self-possession and anarchy, fidelity and helplessness, these are names for characters which, in some of their most striking contrasts and conflicts, appear now as virtues and now as vices—traits which are interwoven in our nature so that their preciousness and their perils are as familiar as they are hard to estimate. We cannot live our moral life without them. But with them we can live only at the expense of inner and outer warfare, until we learn how to harmonize them.

Every age has to deal with conflicts of this kind in its own way. Ours has dealt with the relations which I have just suggested between Henley's problem and the problem of

Emerson's Youth in a fashion of which I must remind you. Let me next speak of what I may call

II

THE RECENT UNPOPULARITY OF THE IDEA OF DUTY

For a period of rather more than fifty years, as you well know, the idea of duty has been, in much of our characteristic modern literature, and on the stage, the most unpopular of the great and fundamental ethical ideas. Once our fathers felt secure in the position which their religion had assigned to duty. Then came what has so often been called the recent decline or the eclipse of traditional faith; and the result has been, for the time, a grave alteration in the most popular answers to the problem of Emerson's Youth. To be sure, the mind of Emerson himself shared none of these modern hesitations. To Emerson the sovereignty of ethics, by which he always meant, on the whole, the sovereignty of the idea of duty, was an effortless intuition, whose reconciliation with the demands of individual independence cost him never a scruple. In his universe all seemed to him to be divine harmony just because every Atom was, with supreme and sovereign willingness, going its own way; and Emerson himself knew of no conflict between the solution of Henley's problem and the nearness of God to man which inspired the Youth's answer to Duty. But others, in our day, have felt the conflict as a very tragic one; and when religion seemed to such minds no longer, by its sanctions, to keep Duty in its old place in the training of children, and in the interests of traditionally minded women, then a great change seemed to such people to have taken place in the moral prospects of humanity, and in the motives that should inspire our poets. For that very reason, both many of the more aggressively modern feminists, and the men who are partisans of what now seem to be popularly regarded as the manly virtues, prefer at the present moment to speak in terms of this or of that temporarily preferred form of the Good, as for instance, to extol

efficiency, or to praise self-sufficient independence, or to glorify warlike prowess, or, on occasion, to express war's transports of hate, or to enjoy terror-inspiring valor, rather than even to mention duty, except indeed to use the name of duty with avidity when one wishes to define our duty simply as that which our enemies in war will dread our doing.

And so if a capable artist desires to write a best-selling novel, or to stage a most thrilling and problematic play, he is generally careful of late not to make his art centre too much about what one in our day supposes to be the grey, the venerably tedious idea of duty.

To be sure, even with this limitation, the modern ethical romancer or playwright has a very wide range. If one wants the plaudits of great audiences of men and of women who are most closely in touch with the spirit of the times, the productive artist can indeed emphasize many grave ethical ideas, and many noble virtues, such, for instance, as self-sacrificing love, for that constitutes an endlessly fascinating form of the Good. The ethical artist can portray the finest forms of courage; for these appeal to that splendid defiance of fate which Henley voices. And the ethical poet can idealize the love of liberty, for this calls out our homage for the dignity of human personality. One may, as romancer or as dramatist, also appeal to all our more tender sentiments, and in fact also he may portray whatever is most universally human about our mere emotions; for in case of these, once again, we stand in presence of Everyman's problem; and to most of us, as to Professor Shaler, it still appears that "Life is a good thing," and that "Death is a good thing," while since we are human, we take a deep interest, which may be aroused both by plays and by stories—an interest in the "mixture of the two," of life and of death—that mixture which is often so bad, but in the imitations of art is so fascinating.

Thus, to the modern ethical artist a very vast range of fundamental moral ideas still remains open and attractive. The most flippant of men persists in being, as Sill told me, interested in human life. And in so far it is true that our

literary art, whether in stories or on the stage, is profoundly ethical, and will remain so.

In fact, it is one peculiar advantage of Ethics that people discuss Ethics even when they are busy with all sorts of human contests of will and of wits, and with the most unhumane and hateful gossip and scandal and destruction; for Sill's interest in human life is common to lovers and to mutual enemies, and fascinates all socially disposed beings who preserve any effective use of their reason.

Therefore, when I point out a certain inattentiveness of our modern public to artistic portrayals of the idea of duty, I do not mean to suggest that we have grown less interested in ethics, but only that one of the great ethical ideas, the idea of duty, has temporarily lost that place in the focus of moral attention which it possessed in the minds of the prophets of Israel, and still held in the pious reverence of our own fathers.

Amongst the Greeks, as you may have already heard, the idea of the Good always had an impressiveness and an insistence which the idea of duty seldom won for their people, their poets, and their leading thinkers. Ancient Israel in its greatest and most productive period learned from its prophets to define its religion in terms of the idea of duty. The God of Israel was thenceforth the God of righteousness. And righteousness was a will to mould life by a dutiful will.

A glance at the history of what religion has meant in the past to our own civilization shows us that, without the idea of duty, some of the most pervasive and persistent features of what we have all learned to call civilization, remain simply unintelligible. Yet the contrast between Greek civilization and the ideals of the great formative period of the religion of Israel, show us that the central place which Christian civilization has for centuries assigned to its own forms of the idea of duty is one only of the possible ways of expressing, in an ethical way, that interest in life, which, according to Sill's true word, belongs to everybody.

One can possess and express strong ethical concerns, and yet have one's mind chiefly set either upon Henley's problem

or upon Everyman's problem. Many leading minds among the Greeks were of the opinion which Solon, in the well known story of Herodotus expresses, and which Shaler expressed in his own way when he said that life is a good thing and that death is a good thing, while the mixture of the two is bad.

Hence, such minds amongst the Greeks, with countless variations, pondered the idea of the Good. The idea of Duty found an important place in Greek civilization; but that was not such a place as the idea of the Good attained in the life of Israel.

Now our own period of ethical development in the last half century has been marked not by a loss of interest in ethics, but by a shifting of the centre of our attention towards Henley's problem, rather than towards the problem of Emerson's Youth. I suppose such a shifting of popular interest to be neither surprising nor likely to prove permanently disastrous. For the contrast between Greece on the one hand and the ancient Israel on the other, in the great formative periods of the minds of both these peoples, shows us that such ethical variations of attention, now in the direction of one and now in the direction of another great ethical idea, are to be expected in beings who win self-consciousness by the sort of growth which belongs to us human beings.

III

FURTHER REASONS FOR THIS RECENT CHANGE IN OUR ESTIMATE OF THE IDEA OF DUTY

But this sketch of some facts regarding the recent fortunes of the idea of duty amongst us will in the end help us towards a better understanding of how and why the idea of duty differs from the other great ethical ideas. For in this field errors are often useful guides towards truth, and conflicts point the way upwards and inwards.

As a fact, the understanding of the idea of duty requires, more than the study of the other ethical ideas demands, an effort to draw a clear distinction between what we mean by

a natural event and what we mean by a moral law. The motives that have tended to render the idea of duty, in our time, unpopular are motives that have also tended to confuse people's minds as to what constitutes the true distinction between the physical or mental results or fortunes of a course of conduct, and what constitutes the moral value of a dutiful choice, of a decision, of an intention or plan or undertaking which is guided by the idea of duty. The questions involved are very complicated. I can do little to deal with them in this morning's address. But I can make a beginning in my own attempt to explain to you what duty means, by pointing out that Emerson's Youth, when he replies to Duty's whisper by the words "I can," does not say, "I can win this or that good thing for myself or for other people by my own wit and power; for, as a mere product of nature, I am young and strong and hopeful and resolute." He does not even, with Henley, say, "Fortune shall not crush me. I defy all the blows of chance."

That is, he makes no more prediction as to what fortune will bring. That is not what his "I can" means. He does not even boast. He does not lay any stress upon the defiance involved in his word "I can."

When he says, "I can," he says what includes indeed a great defiance of mere destiny; but his attitude is obviously humble as well as defiant, submissive as well as proud, conscious how ignorant he is about what, after all, is really good for us mortals in the way of mere luck and of chance happening as well as of natural attainment. The dutiful spirit leaves to what it calls God the art of making the great triumph of solving Everyman's problem, and of reconciling the poor individual man, whose head fortune so often leaves bleeding, to the blows of chance which he is sometimes too weak merely to defy.

Now just this strange union of patient acquiescence with resolute self-expression, this harmonizing of a certain piety towards what the dutiful soul regards as divine, with a kind of sharing of Henley's vigorous self-will—this unearthly

confidence that, beyond all sorrow, all shall be for the dutiful, somehow good, despite the fact that the dutiful soul does not always feel sure about what the true solution of Everyman's problem is—all this, which the dutiful answer "I can," as uttered by Emerson's Youth, puts into words, constitutes one very serious ground why our time has so often lost its power to understand what duty, apart from the actual winning of good fortune, really means, and how one can be high-spirited, altho dutiful.

IV

WORDSWORTH'S ODE TO DUTY

The failure to make quite clear the distinction between the dutiful will and the results of natural laws and processes is not confined to those who fail to admire and to extol the idea of duty. The moralists also have frequently failed to see that when they glorify the majesty of duty, they are not merely praising the course and the wonders of nature. One of the noblest of poetical tributes to the moral order of the world is Wordsworth's "Ode to Duty." Yet this great work is responsible for one passage which rather confuses our ideas of what the dutiful will is and means than helps us to grasp with clearness the place which the idea of duty occupies in life. Since the confusion in question also plays a part, and not an unimportant part, in the account of duty which is characteristic of one of the greatest of ethical philosophers, namely, Kant, the matter deserves mention here; and at the risk of seeming to lay too much stress upon the aptness of a mere figure of speech, I must call attention to the expressions, both of Kant and of Wordsworth, regarding the place which the idea of duty occupies in the real world.

Wordsworth's "Ode to Duty" adorns his praise of the "Daughter of the Voice of God," whom he is addressing, by appealing in the spirit of a well known metaphor of Kant to a very impressive image drawn from the realm of the heavens. In the closing words of his Ode he says, addressing Duty:—

“Thou dost preserve the stars from wrong;
And the most ancient heavens thru thee are fresh and strong.”

Here, then, is a comparison and similitude between natural and moral law—a similitude of a most winning type.

But alas! in our days even natural science gives not the old assurance, so fascinating to our moral imagination, that the world of the stars, amidst all the imposing grandeur of its movements remains sublimely and ideally changeless in the manner of its movements, and in what we might call the fashions of its behavior. Not only have the ancient heavens ceased to appear to be the crystalline spheres of the Copernican astronomy. Even the modern Newtonian doctrine, when we have to employ it so as to deal with the physical realm of the comets and the meteor-streams, leaves us at present with a solar system whose order, ancient as it is and subject as it is to a physical law—that of gravitation, which indeed appears to be a universal and everlasting law—still also appears to be rather mechanical in its order than as symbolic of duty, as Wordsworth still felt it to be. Probably the solar system is a product of evolution. The sense in which anything resembling duty keeps the solar system still “fresh and strong” thus tends to seem, to the modern mind, more and more strained and forced in its figurative significance the further our astronomical science advances.

Kant, to be sure, also viewed the heavens as a product of evolution; yet it was just he who found in them a visible and apt symbol of the moral law. But Kant’s attention had not yet been attracted to yet other astronomical facts which are now popularly quite familiar, and which actually tend to change the emotions with which we must henceforth view the “most ancient heavens” of Wordsworth and of Kant.

A few years ago, as many of you remember, a new star flamed up in the constellation Perseus. At a point in the sky where, on a known date, the photographic plates of the observatories of this planet had shown that no star brighter than the thirteenth magnitude existed, there suddenly ap-

peared, within a single day, a new star, which at its brightest seems to have approached, or perhaps exceeded, the first magnitude. While the catastrophe thus made known to us may have taken place thousands of years since, it involved, within some brief interval of twenty-four hours, a stellar flare such as meant that the light and heat of some body situated at that point in the world had increased a good many thousands of times, enormous masses of matter becoming suddenly transformed into incandescent gases, and a physical event having taken place which very far surpassed in its vastness and in its suddenness anything within the ordinary range of our experience of nature. At the time when this new star in Perseus appeared to us on this earth, it was for some weeks or months quite a conspicuous object in the heavens; and after the astronomers had told us where to look for it, many of us were accustomed to observe it in the evenings with the naked eye, and to wonder over the greatness and the swiftness of the stupendous natural event of which we were then getting the evidence, probably thousands of light years after the moment when the actual event took place. Meanwhile the spectroscopes were busy with the new star, and unmistakable evidence was obtained that immediately after the catastrophe had occurred, two large bodies or collections of bodies, one of them approaching us, the other receding from us, with a high velocity in miles per second, had taken part in the occurrences of that far-off time and place. Thereafter followed a swift series of further changes, which you will find recorded in a number of recent books, and which were long and eagerly discussed by the experts, and have been discussed ever since. Was that which had taken place in the far distant region and time whereof the seemingly flaming star in Perseus gave us our evidence, a collision of two bodies or groups of bodies? Was some other sort of physical occurrence responsible for what we saw? About such matters I have no right to an opinion, or even to an impression. But enough—it was a catastrophe—a physical transformation of overwhelming greatness and suddenness—an event to which the instantaneous flaming up

of our own entire planet would have been but as the lighting of a fire on a hearthstone to the explosion of the volcano Krakatoa.

Now such, as we to-day know, is the physical world of the stars. I cannot but find myself impressed with this feature of the modern astronomer's realm—a feature which has become in our times popularly familiar, so as now to seem almost commonplace. You may of course say, if you will, that the whole matter concerns the imagination and the emotions. But just because Kant's impressive comparison between the heavens and the moral law, and just because Wordsworth's metaphor about duty as preserving the stars from wrong, long seemed to me enlightening about the place which the idea of duty holds among the ethical ideas, I confess to you that whenever I now think of the new star in Perseus, Wordsworth's and Kant's figures of speech recur to my mind. I want a clear view as to the place that duty occupies in the moral world. Kant and Wordsworth used to help me with their similitudes. For them both the matter is indeed one merely of literary similitudes, and is in so far not at all vital for any ethical view of duty. But it is a pity to lose a similitude, unless you can get something apt to replace it. And my poor imagination, hopelessly astray since we saw the evidence of the catastrophe in the constellation Perseus, leaves me often stupidly asking—What preserved from wrong that star in Perseus? What remained fresh and strong when that flaring destruction of some fragment of the astronomical order took place? Would even Kant have said, if in some mysterious pre-existence of his own, he had witnessed with natural human eyes that stupendous event at the place in the heavens where it occurred: "Two things there are which are equally sublime, the starry heavens above and the moral law within." Would not even Kant, if present in the midst of that physical wreck have been impressed with the glaring contrast between what the idea of duty demands in the moral realm, and what the explosive collisions and wrecks of the physical world appear to show to our senses?

V

THE YOUTH'S PROBLEM AND THE CHILD'S PROBLEM

Nevertheless, let us be grateful to natural chance for the sign that was given to us in the constellation Perseus. It was a sign not to seek the living among the dead, and not to mistake physical grandeur for the idea of duty. The stars may collide, and flare and pass; but what dignifies duty is not a physical law nor yet an imposing celestial apparition. When Emerson's Youth hears Duty's whisper, what first may prove to have been the source of his enlightenment, need not be sought for in the heavens above. I believe that we shall do better in our search for that which, apart from any one tradition, may first awaken the youth to a genuine sense of duty, if we deliberately turn to look for this awakening glimpse in a direction where, as one might at first suppose, only trivial occurrences and certainly not stately natural facts will be brought to our notice. In any case, quite other things than the starry heavens may teach first the child as he grows thoughtful; and later the youth to listen to Duty's early whisper.

For the youth comes to grasp the ethical ideas as he grows out of childhood. It is as a child that, in contact with the endless play of good and of evil in life, he has for years had his early experiences of Everyman's problem. As youth he becomes more deeply aware of what this problem of the good is; and in this deepening of the problem of the good lies part of the great privilege and the wisdom of youth. The awakening to Henley's problem is another characteristic experience of youth. But we have already seen how far the lore of self-asserting defiance may be from teaching to the youth what such high-spirited wisdom has not taught to our own age, namely, the unearthly serenity which the idea of duty has inspired in some of those sages and prophets who, like the greatest of the prophets of ancient Israel, have known it best and have loved most steadfastly.

Let me not, at this point, try to tell you how some prophet of Israel may have won his own first divine glimpse of the

idea of duty. Let me be content with a much simpler and a far less imposing case. Let me show you how a very familiar problem of childhood may so arise as suddenly to lay before the mind of the growing and thoughtful child a question which, if it were to be answered at all, would be answered in a way that would involve some whisper of duty—a faint whisper perhaps, but a reasonable one—a whisper that would indeed say: "Thou must," and that would nevertheless leave the soul to which it addressed itself freer and more self-possessed than before—resolute and yet humble, clear and yet listening to a word of control. I purposely choose a trivial and childish experience. For it is the passage from the unwisdom of childhood to the insight possible in youth that we want to follow. We also want a case that is not burdened by the weight of any one moral tradition or of any one faith. And we, furthermore, want an instance which will help us to make a perfectly sharp distinction between nature and ethics, between physical law and moral truth, between duty and good or ill fortune.

I once knew for awhile, many years ago, a thoughtful and, on the whole, well-behaved boy who, although a family connection, was not a blood relative of my own, and who was never a member of my household. He was the child of a neighbor, and was a frequent visitor at my house, at a time when there were, as yet, in my home no children. He was somewhat obstinate, but, as is so frequent with our American children, was trained in his own home so as to be very reasonable. When he saw why, he could be induced to do many laborious deeds and to bear patiently much that was trying. He was not loquacious, but passed his time in a quietly inventive search for arts and crafts such as might appeal to him. He was good tempered, and in general not mischievous. But from time to time he might surprise one by some unexpectedly aggressive act of what seemed at the moment serious mischief. When he found that such acts displeased, he could easily be induced sincerely to regret them, and thenceforth, having learned his lesson, he was especially careful not

to repeat each thus once attempted objectionable deed. In fact he was an extremely teachable boy, and an excellent comrade. At the time when I speak of him, he was a little over five years old.

He was curious, of course, about all animals; and, as often happens with such inventive and experimentally disposed children, some of his suddenly aggressive acts of apparent mischief were committed in his dealings with animals, towards whom the unconscious cruelty of childhood occasionally manifested itself in unexpected ways, that, as soon as his fault had been pointed out, he avoided henceforth, in each special case, with a calmly conscientious care. Only the fact that he mostly played quite apart from other children, and was inventive, led to a good many experiments before he could form clear general ideas of what one must not do in dealing with young and weak animals if one was to avoid cruelty.

Once, exploring a barn, he chanced to find a litter of young kittens, who had been left alone by their mother. Kittens were by chance creatures unknown to him up to that moment. He disturbed these; and when he was discovered a little later by a relative of his who had followed his wanderings, lo! he had killed all the kittens by the swiftest means that had occurred to him.

There followed, of course, a scene of sorrowful reproach on the part of all his own near kin. Since the affair was none of my business, I heard of it only later. The pitifulness of the fate of the innocent kittens, the grief of the poor mother cat,—the shame and the compassion which his various relatives displayed and volubly repeated—these experiences were showered in plenty upon the somewhat surprised but, on the whole, not very excited boy. He met all these remonstrances with a somewhat puzzled concern. He had not hated the kittens. He had not been angry with them. He had not even seen their mother before he had killed them. He had no excuse to plead. He did not try to plead one. He was not gleeful over his wrong doing, nor yet at all angry to find him-

self blamed. He was simply unable to explain the affair. It had happened. The kittens were there; and they had to be killed. No other child had incited the deed. Nobody had known of it until it was done. He had never seen such things done before, so far as I could learn. The child was not sullen under the reproofs of those about him. He did not protest. He remained thoughtful, although obviously concerned at finding himself in so awkward a plight. He let the storm pass over him without protest; and, as a fact, I never afterwards heard of his repeating the deed of slaughter; although some years later, after he had learned to use a gun, he occasionally went hunting on the farm where he lived—never showing, so far as I know, any extraordinary destructiveness or cruelty.

So much for the momentary crisis. The boy, as I say, dropped the subject as soon as his own relatives were ready to drop it; and no more was said until, some days later, *à propos* of an entirely different matter, some one indiscreetly returned to the past, and spoke with sadness and with some reproach of the unhappy incident of the killing of those poor kittens. My little friend had been, as I have said, patient and submissive under the disgrace which the original incident had brought upon him. He had, in his quiet way, seemed to repent. I think that, in fact, he had repented of the sudden destruction. But this return to the past on the part of the too reminiscent relative seemed to him unfair. He replied to the new reproach not angrily, but sadly and firmly, and with a certain tone as of one suffering unjustly. "I," he said, "I am not killing any kittens *now*."

The child's response to the too insistent reproach of the one who thus dwelt on the past, had its pathos; but it also expressed a discovery, and precisely that sort of discovery which, when the child becomes the thoughtful youth, and when the youth develops into the maturely responsible man, becomes a very highly important factor in the discovery of the true idea of duty.

VI

THE IRREVOCABLE AND THE IDEA OF DUTY

"I am not killing any little kittens *now*." That is the child's answer to the perhaps injudicious reminder of a past that might better be forgotten, of bygones that might possibly be left as bygones.

But later, when our own dead return to us no more, and when we remember that, of old, we wronged them, it is we ourselves who then, in vain, attempt to say, as we stand by their graves: "I am not wronging them now." For thought at once adds: "Since they and the past are dead together, how could we be wronging them now?" And therein, for the memory of one who chances, whether wisely or unwisely, to view his own past deed as evil, and also as the deed that he actually willed and made his own,—therein lies, if one may borrow a phrase from James Russell Lowell's poem, "After the Burial,"—therein lies "the pang's very secret," namely, that both our dead and our deeds done to them are "immortal away from me." This is one of death's deepest and most impressive teachings,—that when the past and death have done their work, we stand in presence of the irrevocable.

"I did this, and now and henceforth I cannot undo it. It belongs to my life. It is a part of me. And henceforth it has the everlasting being that belongs to all past time. As the star in Perseus will never return to its state as it was before the explosion, so my past will always contain that deed—my deed, my choice that I cannot undo." Such is the discovery that death and the knowledge of the irrevocable bring to us.

As you see, I am speaking of a discovery that a child may begin to make, and may find impressive. If the too insistent elder forces upon the child his deed of yesterday he may indeed firmly reply as my little friend did: "I am not killing any little kittens now." But some of you will recall times in childhood when it was *not* your captious elder who harked back to the past, but when it was you yourself who, over the

broken toy or the shattered glass or the once spoken bitterly quarrelsome word, first yourself said, with the anguish of a discovery that comes again and again, and with cruel freshness into the lives of many of us: "It is done and I cannot undo it."

This, which childhood can in its way already discover, namely, that *if* indeed it is evil to kill kittens, and if nevertheless I killed the kittens, I am a fool to trust in this as my sole comfort and justification, namely, that I am not killing little kittens *now*—this, I repeat, which childhood can already begin to discover, becomes in many cases a profoundly impressive, a frequently repeated, a transforming discovery of youth and in youth. Let us pause one moment to reflect upon what that discovery may mean.

Expressed, quite apart from any one tradition, in a strictly reasonable and common sense fashion, this discovery that my own deed, once willingly done, is irrevocable and remains forever mine, leads to consequences which it may be the peculiar privilege of thoughtful youth to emphasize and to use as a guide of life.

If, namely, I can do this, but, when once I have done my deed, can never undo it, then I best and most wisely express my own will when I so act that I shall not, in future, need to regret in vain my deed. Now since I can never predict the consequence which nature and fortune will bring as their own chance or physical result of my deed, I can reasonably apply this lore of the irrevocable only to my own intent, to the purpose of my deed, that is, to what I myself intend my deed to be and to accomplish. What I can reasonably regard as my own choice, and can rightly view as that which my deed was meant to be at the moment when I willed that deed—so much I can truly call my own. So much expresses myself, and so much, if I later come to regard my deed as an evil deed, I must reasonably view both as irrevocable and as my own past evil deed.

Therefore, if the child comes to see, as he grows more thoughtful, that he in vain gets rid of his past deed by saying:

"I am not killing any kittens *now*," this child gradually prepares the way for the insight of Emerson's Youth. And this insight, when taken quite apart from any tradition and from any external authority whatever, may express itself in the whisper: If you do this, you will regret having done this. But then the regret will come too late. The irrevocable and everlasting deed will be your own, the immortal offspring begotten of your own will—your record, your avenging demon. This place, the deed once done will hold henceforth so long as you view your past life as your own, and sanely acknowledge to yourself your own act and deed as your own.

Therefore, since fortune, and nature, and circumstance, the gods above, and the men about you are not under your control, since only your own choice is yours, and since the choice once expressed in your deed is thenceforth irrevocable, do not so act as to express a will, a principle, a purpose that will henceforth bring into your past a tomb from which the dead return not to appease your regrets.

This is one form which the clear whisper of duty may take and for many a youth has taken. "Do not deliberately act so that you will later regret the principle upon which you acted, the will that you meant to express"—this clear whisper indeed says, "Thou must"; but when the Youth replies, "I can" to such a word, he is abandoning no reasonable independence or self-assertion. He is submitting to no merely outward authority. He is indeed accepting a law. But this is no physical law. It is simply the law that the past is irrevocable—a law without which neither my own will nor my independence, neither my fortune nor my defiance of fortune, neither nature nor mind—and neither gods nor men have any being or sense or meaning whatever.

If the youth becomes enlightened, this very law gets for him a significance which is indeed divine. But he need not look to the orderly seeming of the starry heavens for a glimpse of that law. The catastrophe in the constellation Perseus illustrates this law regarding the past quite as well as do the stars that, in the natural chances of the world of astronomical evolution, have thus far been preserved from wrong.

Thus then, may the youth first come to hear duty's whisper. Thus may he learn to answer. To what consequences this answer may lead, we may study later. It was not my intention to-day to expound to you the details or the special commandments of any moral law, but merely to express to you the most general nature of the idea of duty, and to point out the contrast between the idea of duty and the idea of any good that we win through the chances of natural fortune, as well as the sharp contrast whereby the physical and the moral worlds are, in the case of the idea of duty, kept apart for our reason, as well as for the youth's insight when first he learns the meaning of duty's whisper.

VII

THE REVIVAL OF INTEREST IN THE IDEA OF DUTY

I began this address by pointing out certain ways in which the idea of duty has come to be during the past fifty years the most unpopular of the great and fundamental ethical ideas.

As I close, I may express my confidence, or at all events my hope, that one result of the tragedy through which all that is best in human civilization is passing may be a very far-reaching and earnest revival of interest in the idea of duty. In the constellation of what Wallas calls our modern "Great Society," a stupendous moral catastrophe has suddenly taken place. Vast results of this catastrophe are already part of the irrevocable past; many more soon will have become equally irrevocable. When this war is over, large regions of Europe will be a house of the dead. Most precious hopes, fondly cherished, will be shattered forever. Somebody will know, in memory, about many a soul wrecking and heart crushing deed, "I willed this," "I meant it," "I chose it." In the age that is before us, a calmer reason will review what the passions of the moment confuse. Is there not a chance that those who have, during the past generations loved the prospect of the destruction of what is most precious to man-

kind, and who, in Wallas's phrase, have so often spoken "with criminal levity" of the "coming war," will remember, over graves and irrevocably shattered human opportunities, that it is indeed reasonable, in international as well as in individual life, not so to act as thenceforth to have to regret the chosen and intended consequences of our deeds?

Of the merits of the present conflict, this is not the moment for me to speak. But it seems not unwise to hope that, over its dead and its new thoughtfulness, Europe will come to experience a genuine revival of interest in the idea of duty. If that happens, if duty comes to whisper to our still youthful international moral consciousness, "Thou must," may the awakened humanity of the future reply, "I can." So may grandeur be near to our dust. I look hopefully towards such a revival in our art, in our literature, in our social order—to such a revival of the idea of duty.

WRIGHT MEMORIAL ADDRESS

Delivered by MICHAEL B. FOX, M.D., in presenting the Wright Memorial Fund to the Trustees.

Carroll Davidson Wright was born in Dumbarton, New Hampshire, July 25th, 1840.

In 1862 he enlisted as a private in the fourteenth New Hampshire volunteers. During this terrible strife he was advanced rapidly, rising from a private in '62 to Colonel of his regiment in 1864. The following year he contracted typhoid fever and resigned his commission in the Army. In 1865 he was admitted to the Massachusetts bar and in 1867 was admitted to practise in the United States Courts. In 1873 he re-organized the Massachusetts Bureau of Labor Statistics and became the director of State Census in 1875. During the time he was occupied in perfecting this Bureau his work had attracted national attention and in 1885 he was appointed United State Commissioner of Labor by President Arthur and continued as its head during the terms of the succeeding Presidents, irrespective of the turmoil in Washington which was occasioned by changes in political policies.

As a statistician the late President Wright was our highest authority. The Rev. Samuel Elliot in eulogizing the late Col. Wright said, "A competent statistician requires four gifts of nature: First, Accuracy, The Desire for Truth which grudges no time nor pains in its desire to trace facts; Second, Discernment, that which can discover in isolated facts the basis of some judicious generalization; Third, Patient Judgment, That which subjects all inferences whether one's own or other people's to searching review; Fourth, The Gift of Expression which could make pallid facts spring into vivid life." At the time when this country faced its greatest labor crisis we find the late President Wright acting as Secretary and Pilot of the Anthracite Coal Commission and because of his kindly offices there was a conciliation effected.

Not only was he noted for his work in State and National affairs but his specialized traits came to be recognized by Harvard, Johns Hopkins, Michigan and Northwestern Universities where he occupied the chair of Lecturer in Sociology. Further honors came to him from Tufts, Wesleyan, Dartmouth, Clark and Amherst when these institutions conferred honorary degrees upon him. His reputation about this time became international and he was honored abroad by being decorated with the Cross of the Legion of Honor of France and Chevalier of the Order of Saints Lozzaro and Mauritz of Italy.

In 1902 by the terms of the will of late Jonas Clark a new college was to be founded in Worcester which was to be different from our time honored institutions of learning in as much as the course was to be one of three years.

The problem of selecting the President for the new college was indeed a serious one and this became a more complicated question because of the reduction in the time required for the completion of the college course. At this time Clark and the college world in general were very fortunate in having at the head of the Trustees of Clark University, to whom this task was assigned, that amiable, distinguished citizen of the United States, the late Senator George F. Hoar. His admiration for Colonel Wright led him to seek an interview and the success of his mission was never in doubt.

When Colonel Wright came to Clark he accepted his commission hopefully. Under his leadership, the collegiate department was formulated and its foundation laid with such care that to-day we find many of his ideals being fostered and propagated.

It is to be regretted that at this time no representative of Colonel Wright's family could be present on account of Mrs. Wright's physical condition, but the donors of this fund feel amply repaid that it has been brought to completion during Mrs. Wright's lifetime.

Ladies and Gentlemen, I would feel that I have been remiss in my duty if I did not accept this opportunity to

publicly thank President Sanford for his untiring, unselfish and zealous efforts in his endeavor to solve the problem which confronted the committee that made this Memorial possible.

President Hall of the University has well said of the late President Wright, "Men may come and men may go but an Institution like this should go on as long as time endures; but the name and fame of its first president whose masterhand fashioned it, should never be forgotten here."

Mr. Chairman of the Board of Trustees, it gives me great pleasure to present to you in behalf of the alumni and friends of Clark College the Wright Memorial Fund.

THE FACULTY OUTSIDE THE COLLEGE

The following is the list of publications, lectures, papers, etc., of members of the teaching force of the College since May 15, 1915.

PUBLICATIONS

PROF. GEORGE H. BLAKESLEE. A series of four articles on the "International Significance of the Panama Canal" in the *Outlook*, 1915: Aug. 25, The Panama Canal in Time of War; Sept. 22, Panama and the Conquest of the Tropics; Oct. 27, The Results of the Panama Canal on World Trade; Nov. 24, The Panama Canal, South America and the Far East.

Pan-American Co-operation and the Monroe Doctrine, Chap. II in Proceedings of the Conference on International Relations, Cornell University, June 15-30, 1916. World Peace Foundation, Boston.

Pan-American Co-operation: Its Possibilities and Limitations, pp. 25-30, in Report of Lake Mohonk Conference on International Arbitration, 1915.

The Problems and Lessons of the War. Clark University Addresses (Editor), pp. xlv, 381. Putnams. Contributed Introductory Chapter, pp. xxv-xlvi, The War Problem and its Proposed Solutions.

PROF. HAVEN D. BRACKETT. A Review of Lloyd, Making of the Roman People (Longman's, Green & Co., 1914) in the *Journal of Race Development*, April, 1916.

PROF. PHILIP H. CHURCHMAN. The New Challenge: I, The Menace of War; II, Problems of Peace, In the *Kansas City Star*.

PROF. LORING H. DODD. Everyday Rhetoric, pp. 85, The Davis Press, Worcester.

PROF. IRVING A. FIELD. The Ultimate Sources of Marine Food. Transactions of the American Fisheries Society, June, 1916.

PROF. FRANK H. HANKINS. Political and Social Topics for the New International Year Book (Dodd, Mead & Co.). Some fifty headings for the revision of the New International Encyclopedia.

Book Reviews for the *American Journal of Sociology*, the *American Economic Review* and the *Intercollegiate Socialist*.

PROF. PRENTISS C. HOYT. Reports of the Clark History Conference for the *New York Evening Post*.

MR. HERSCHEL T. MANUEL. The New England Penmanship Association: Certain Observations. *School and Society*, Vol. III, No. 66, pp. 502-4, April 1, 1916.

BOOKS IN PROSPECT

Prof. George F. White has a book in press with the D. Van Nostrand Co., of New York, entitled *Qualitative Chemical Analysis*. It is expected to appear during the summer.

Prof. Frank B. Williams reports the completion of his First Year's College Course in Mathematics. The manuscript is now ready for the publisher.

LECTURES AND ADDRESSES

PRESIDENT E. C. SANFORD. Paper before the St. Wulstan Society of Worcester on "Other Minds than Ours." Nov. 5, 1915.

Address before the People's Forum, South Unitarian Church, Worcester, on the "Fighting Instinct." Nov. 28, 1915.

Lecture before the Department of Psychology, Cornell University, Ithaca, on "Instinct." Dec. 21, 1915.

Address before the Social Club of Union Church on "Bells and Bell Music." Jan. 2, 1916.

DEAN JAMES P. PORTER. Courses in Education and Social Psychology, Washington State College, Summer Session, 1915.

Child Growth and Social Welfare (illustrated), Rural Life Conference, Pullman, Wash., June 23, 1915.

Public Lectures at Washington State College as follows: The Instincts of Ants, Bees, and Spiders (illustrated), June 30, 1915; How Animals and Children Learn (illustrated), July 6, 1915; A Study of Animal and Human Behavior (illustrated), July 13, 1915; Illusions and Daily Life (illustrated), July 21, 1915; Child Growth and Social Welfare, July 28 and August 8, 1915.

Ten lectures on Educational Psychology, Greenfield, Ind., August 27-September 1, 1915.

The Psychology of the Present War—Teutonic Responsibility, All Souls' Church Men's Club, Worcester, November 18, 1915.

The Modern Church and Socialized Religion, Universalist Mission Conference, All Souls' Church, Worcester, February 15, 1916.

The "Trial and Error" Process of Learning in Animals (illustrated), Boston Normal School, February 21, 1916.

The Romance of Spider Life (illustrated), The Oxide Lecture Course, Pilgrim Church, Worcester, February 24, 1916.

The Modern Church and Socialized Religion, Masonic Home, Charlton, Mass., March 5, 1916.

How Animals and Children Learn (illustrated), Arts and Science Club, New Hampshire State College, Durham, May 8, 1916.

The Learning Process in Animals, Children and Men (illustrated), Smith College, Northampton, May 15, 1916.

PROF. GEORGE H. BLAKESLEE. Pan-American Co-operation and the Monroe Doctrine. Conference on International Relations, Cornell University, June 21, 1915.

Columbus Day Address, Faneuil Hall, Boston, October 12, 1915.

The War Problem and the Obligations of the College. New England Wesleyan University Alumni Dinner, Boston. February 2, 1916.

Pan-Americanism. World Peace Foundation, Boston, February 3, 1916.

Some Views on the War. Clark College Alumni Club, Boston, February 5, and Clark College Alumni Club, Worcester, April 14, 1916.

Our Relations with Latin America. Twentieth Century Club, Boston, April 22; also, Plymouth Church Men's Club, Worcester, May 4, 1916.

The New Pan-Americanism. Ford Hall, Boston, April 23, 1916.

Trade and Commerce with South America. Boston University, April 13, 1916.

Some Problems in our Foreign Relations. St. Wulstan Society, May 5, 1916.

The Possibilities and Limitations of Pan-American Co-operation. Conference on International Relations, Western Reserve University, Cleveland, Ohio, June 29, 1916.

Gave the first half of the course on International Law at the Harvard University Summer School, 1916; Prof. G. G. Wilson giving the second half.

PROF. HAVEN D. BRACKETT. An Alleged Blemish in Sophocle's Antigone, a paper read before the New England Classical Association.

PROF. PHILIP H. CHURCHMAN. Four lectures on National Defense, delivered in Worcester and neighboring towns.

PROF. LORING H. DODD. Madam D'Arblay, Diarist, an address before the Wednesday Morning Club, Pittsfield, Mass.

PROF. NORMAN S. B. GRAS. Genetic Economics, a lecture delivered before the Dunbar Club and the History Club, Harvard University.

PROF. FRANK H. HANKINS. A Program of Social Reform in the United States, an address delivered at the Mt. Hermon School and before two audiences in Worcester.

PROF. PRENTISS C. HOYT. A series of thirty lectures on Public Speaking before a class in the Worcester Y. M. C. A. Lecture on Burns (illustrated by songs), delivered in Newton, Mass.

Lecture on Religion in Literature (illustrated by songs), delivered in Worcester.

PROF. LESLIE C. WELLS. Mexico, an illustrated lecture delivered before the Graduate's Club, New Haven, April 29, 1916, and before the Men's League of the Second Congregational Church, Waterbury, Conn., May 8, 1916.

MISCELLANEOUS SERVICES

PRES. E. C. SANFORD. Judge of intercollegiate debate between Harvard and Princeton, Sander's Theatre, Cambridge, March 24, 1916. Judge of intercollegiate debate between Holy Cross and Georgetown University, Fenwick Hall, April 17, 1916.

PROF. GEORGE H. BLAKESLEE. Member of the Executive Committee of the Twenty-second Lake Mohonk Conference on International Arbitration.

PROF. FRANK H. HANKINS. Member of the Worcester School Committee.

MR. HERSCHEL T. MANUEL. Tests by means of the Binet method on pupils in the public schools of Leominster, Holden and Millbury.

PROF. CHARLES B. RANDOLPH. Chairman of Committee on School Organization, Public Education Association, 1915-16. Chairman of same committee for 1916-17.

Chairman of Committee of Citizens which secured the passage by the Legislature of this year of a bill providing for a referendum in the fall as to the desirability of reducing the size of the Worcester School Board from 33 to 11 members.

Treasurer of the Public Education Association for 1916-17.

PROF. GEORGE F. WHITE. Engaged during past winter in research for the United States Bureau of Fisheries under a special grant.

ABOUT THE COLLEGE

Dr. Robert H. Goddard has been working during the summer on impulsive jets of gases *in vacuo* and has obtained velocities exceeding any hitherto attained except for minute quantities of matter in electrical discharge tubes.

The Nixon house, No. 1 Webster Street, left to the College during the year as a bequest, will be occupied next year by Mr. Ernest R. Whitman and Mr. C. David Johnson.

By the will of Mr. Willard Richmond, who died July 13, the College has been left, subject to certain life interests of other heirs, the income from real estate at Nos. 411 and 413 Main Street valued at \$108,000.

Following a careful canvassing of the whole matter of smoking in and about the buildings, a joint committee of the College and University Faculties has voted to prohibit smoking in all parts of the College and University buildings except in private rooms assigned to individual professors and in laboratories. For the latter, the Directors in each case will form rules in accord with the spirit of the above general vote. As a result of this decision, the College Smoking Room has been given up and its quarters have been appropriated for the Union Room. The former Union Room will be used for recitations.

ALUMNI NOTES

Rev. Philip A. Easley, '05, who was ordained a priest of the Protestant Episcopal Church at Grace Church, Providence, on May 1, is serving at present as minister-in-charge of that church, but after September 1 will be found as curate in St. James' Church, Madison Avenue and 71st Street, New York.

Edmund R. Laine, Jr., '11, rector of St. Andrew's Church, Ludlow, has been added to the editorial board of the *Pastoral Staff*, a paper published in the interest of the Episcopal Diocese of Western Massachusetts.

Arthur L. Racine, '11, until recently instructor in French and Spanish in the Rugby School, New Orleans, has accepted the position of teacher of French in the Durfee High School, Fall River.

Ralph H. Hankins, '12, passed the Rhode Island State Dental Board Examinations in June and has begun the practice of his profession in Providence.

Carl Johnson, '12, after spending several years in high school teaching in the Philippine Islands, has returned to Worcester and will teach next year in the North High School.

L. Stanley Kelley, ex. '12, has established a camp for boys at Eastford, Conn., and plans to open a school for boys at the same place next fall. The school will follow new and practical lines.

The marriage is announced of Malcolm G. Little, '12, and Miss Marguerite E. Peck of Spencer, sister of E. B. Peck, ex. '11, now Fellow in Chemistry in Clark University. H. C. Nordenholt, '13, was best man. Little is now assistant principal in the High School of Wilmington, N. C.

Louis J. Peltier, '12, who has been for two years principal of the High School at Harwick, has accepted the principalship of the High School at East Douglas.

Israel J. Sarasohn, '12, has received the degree of Rabbi from the Hebrew Union College, Cincinnati.

Frank L. Adams, '13, for some time with the Graton & Knight Manufacturing Company, Worcester, has become superintendent and general manager of the Dickie Belting Company of Lewiston, Me., a concern recently purchased by the Graton & Knight Company.

Gustav A. Lundgren, '14, who for several months past has been visiting in Alabama, has enlisted in Company C of the field artillery of the Alabama National Guard.

The engagement is announced of Donald R. Taft, '14, and Miss Jennie Myrtis Foye of Worcester. Taft has practically completed his work at Columbia and has accepted a position as secretary to President A. A. Hamerschlag of the Carnegie Institute of Technology, Pittsburgh, Pa.

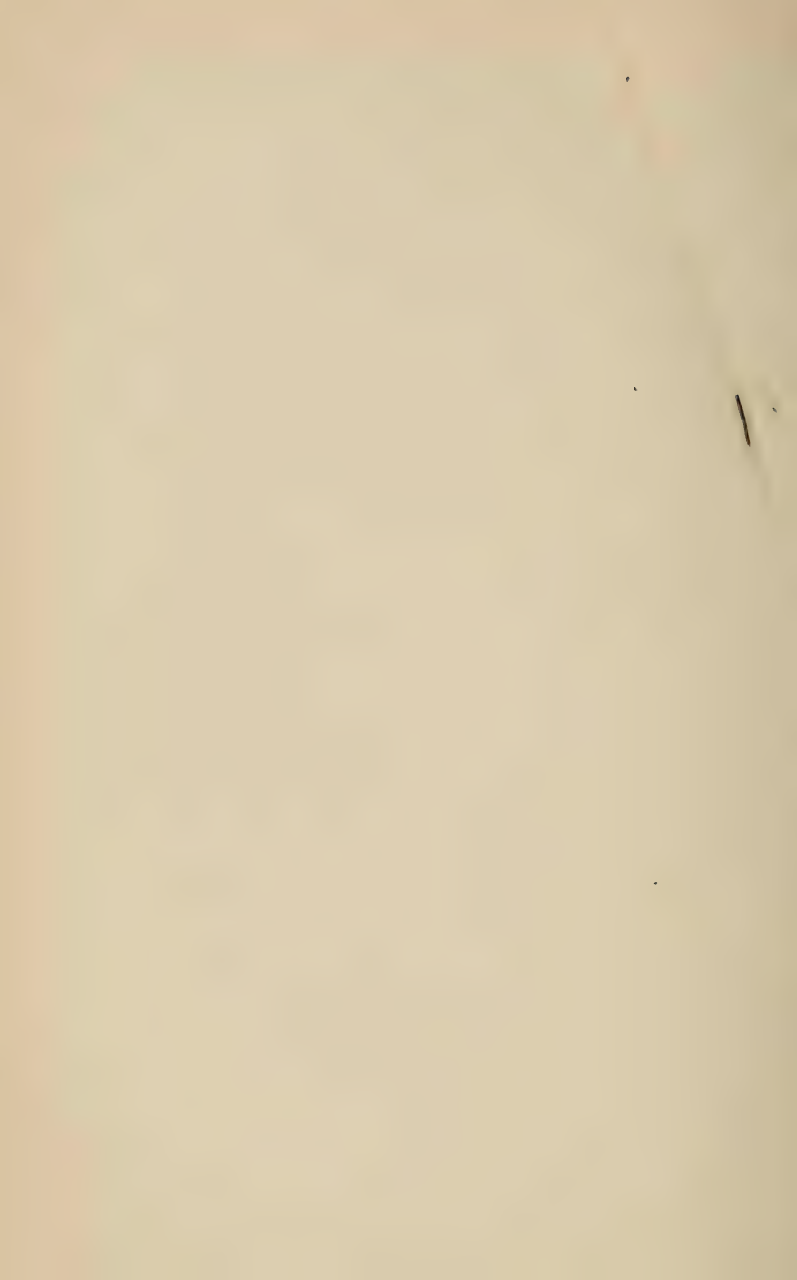
Among the Worcester men enrolled for the civilian naval cruise, August 15 to September 12, is Edwin E. Aldrin, '15.

[REDACTED]

Died, August 18, 1916,

WALLACE STREETER CHILSON of the Class of 1911.

[REDACTED]



¶ The Record is published quarterly by Clark College, Worcester, Massachusetts, in January, April, July, and October. ¶ Entered as second class matter, March 27, 1906, at the Post Office at Worcester, Massachusetts, under the Act of Congress of July 16, 1894.

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Number 4

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OCTOBER, 1916

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Clark College Record

Vol. 11

October, 1916

No. 4

Published Quarterly by Clark College, at Worcester, Massachusetts

STANDING COMMITTEES OF THE FACULTY, 1916-17

- ON ADMISSIONS: THE PRESIDENT, THE DEAN, MESSRS.
MELVILLE, HANKINS, BRACKETT
- ON STUDENTS' STANDING: THE PRESIDENT, THE DEAN,
THE REGISTRAR, AND THE INSTRUCTORS AND ADVISERS
OF THE STUDENTS UNDER CONSIDERATION
- ON CURRICULUM: THE DEAN, MESSRS. WILLIAMS,
CHURCHMAN, MERIGOLD, HOYT, RANDOLPH, FIELD
- ON COOPERATION WITH STUDENTS: MESSRS. GRAS,
HOYT, L. D. WHITE, WHITMAN
- ON PUBLIC LECTURES: MESSRS. AMES, BLAKESLEE,
WELLS
- ON SOCIAL AFFAIRS AND PUBLIC OCCASIONS: THE
DEAN, MESSRS. LYON, WILLIAMS
- ON FINE ARTS COURSES: THE PRESIDENT, MESSRS.
GRAS, BRACKETT
- ON THE DINING HALL: THE PRESIDENT, THE DEAN,
MR. GRAS
- ON STUDENTS' FINANCES: THE PRESIDENT, MESSRS.
RANDOLPH, HANKINS
- ON SUMMER STUDY: THE PRESIDENT, THE DEAN,
MESSRS. AMES, GRAS, MELVILLE, MERIGOLD
- EXECUTIVE COMMITTEE: THE DEAN, THE REGISTRAR,
MESSRS. HANKINS, LYON, RANDOLPH, BLAKESLEE,
WILLIAMS

CLASS STATISTICS

The freshman classes for the last eleven years (including generally a few men who have dropped back to a four-year basis) have contained the following number of men upon entrance:

1906	54	1912	55
1907	58	1913	75
1908	56	1914	52
1909	95	1915	82
1910	78	1916	69
1911	79		

The following table shows the enrolment of the College each year since its foundation:

1902-3	63	1910-11	186
1903-4	77	1911-12	195
1904-5	89	1912-13	156
1905-6	69	1913-14	156
1906-7	91	1914-15	139
1907-8	115	1915-16	177
1908-9	142	1916 (20 Sept.)	167
1909-10	186		

(The numbers in the above table, except for 1916, indicate those who remained in college long enough to gain catalog rating, which is obtained upon payment of tuition fees.)

Further details about the various classes are summarized in the following table, included for purposes of comparison:

Class	Beginning of 1st yr.	End of 1st yr.	Beginning of 2d yr.	End of 2d yr.	Beginning of 3d yr.	At Grad- uation
1916	75	51	42	42	42	40
1917	52	35	30	35	34	
1918	82	53	52			
1919	69					

Besides the sixty-nine newly entering freshmen, ten men have been admitted to advanced standing or as special students, so that the total number of new students this fall is seventy-nine.

Summary of students enrolled this year:

Seniors	34
Juniors	52
Freshmen	69
Specials	8
Advanced students not yet given class rating	4
	<hr/>
	167

The names of the men who have entered college this fall follow:

Abrahamson, Louis I.	Grether, J. Richard
Baker, Frank E.	Hamel, Wilfred P.
Bates, James E.	Hunt, Horace A.
Battles, Stanley C.	Kalin, Jacob J.
Benoit, John N. Z.	Kelley, Kenneth G.
Bigelow, Karl W.	Knowlton, Sidney B.
Blom, E. William	Lacouture, Alphonse L.
Brodsky, Michael E.	Lyon, Leroy A.
Bugdenovich, William	Mackintosh, Robert M.
Burek, Joseph B., Jr.	Marchisi, Winthrop K.
Butler, Robert L.	Mielewski, Harry J.
Chilk, Joseph	Mongrain, Ronald G.
Clemence, Harold H.	Moran, John A.
Coldwell, Elijah H.	Nelson, Arthur J.
Cottle, William E.	Newton, Ellsworth H.
Davis, Walter N.	Nourse, Willbert A.
Dillon, Wendell M.	Ohlson, Winfield E.
Doolittle, Clyde B.	Peterson, Clarence E. E.
Dwight, Charles H.	Pomeroy, Howard E.
Eaton, Robert L.	Rabinowitz, Saul
Fogarty, John J., Jr.	Ringquist, Oscar E.
Foley, Raymond D.	Rogers, Howard H.
Fullerton, John H.	Rogers, John H.
Golubowski, Lionel	Roope, Percy M.
Goodnow, Donald W.	Russell, Charles W.

St. John, Abraham
Signor, Henry L.
Slate, Everett J.
Slobins, Simon H.
Smith, A. Ray
Snow, Arthur P.
Stikarofsky, Albin
Stone, Alden C.
Stone, Donald P.
Sullivan, John J.

Sullivan, John W.
Sullivan, Henry A.
Terrien, Arthur R.
Thomson, Gilbert B.
Towle, Lawrence C.
Volante, Auguste A.
Whipple, Sidney H.
Willey, Malcolm M.
Winner, Joseph

ADMITTED TO ADVANCED STANDING

Bachmann, Fred W.
Fuller, Raymond G.

South, Donald C.
Wilder, Samuel A.

ADMITTED AS SPECIAL STUDENTS

Cassidy, Robert W.
Coldwell, Archibald G.
Cook, Oliver W.

Erickson, Aaron H.
Huestis, John L.
Morrison, Arthur B.

ATHLETIC EVENTS

The Athletic Events of the year 1915-16 have been reported by Mr. Whitman as follows:

Tennis:

Singles (Fall)

C. R. Williams, champion

J. B. Titchener, runner-up

Doubles (Spring)

L. S. Thompson and H. H. Sloan.

Winners Cross-country run:

1st	2nd	3rd
K. K. Putnam	W. O. Lyon	W. C. Beveridge

Basketball:

Class series won by 1918: Nordlander (capt.), Neal, E. Ericson, Uhrig, Mitchell.

Carroll D. Wright series won by the Reds: Stanton (capt.), Soteriades, Shalloo, Nordlander, Mason.

Alumni vs. Varsity won by Varsity: Stanton (capt.), Parks, Mitchell, Magoun, McCrillis.

Baseball:

Varsity team: Parks, Harper, Hartz, Esten, Mason, Lindsey, Stanton, Gifford, Robinson, Joyce, Shalloo.

Faculty vs. Seniors won by the Seniors.

Athletic meets:

(1) Fall meet won by Freshmen:

	1st	2nd	3rd
100 yards dash	Oberg	Harshowitz	Mason
220 yards dash	Oberg	Harshowitz	Mason
440 yards dash	Oberg	Lyon	
880 yards run	Thompson, G. R.	Tatham	Lyon
Mile run	Thompson, G. R.	Tatham	
Discus throw	Mitchell	Parks	Nordlander
Pole vault	McCrillis	Shalloo	Nordlander
High jump	McCrillis	Russell	Hartz
Shot put	Parks	Weidman	Mitchell
Broad jump	McCrillis	Hartz	Nordlander

(2) Indoor meet won by Freshmen:

	1st	2nd	3rd
20 yards dash	Harshowitz	McKenzie	Mathews
Potato race	Brigham	Nordlander	Tatham

Relay race won by Freshmen:

	1st	2nd	3rd
440 yards dash	Shalloo	Williams	Nordlander
880 yards dash	Brigham	Williams	Prue
Mile run	Tatham	Brigham	Beveridge
High jump	Nordlander	Clark	Neal
Shot put	Mitchell	Neal	Beveridge
Fence vault	Nordlander	Neal	Loring
Running high dive	Prue	Neal	Clark
Spring broad jump	Neal	Nordlander	Prue

(3) Spring athletic meet won by Freshmen:

	1st	2nd	3rd
100 yards dash	Nordlander	Goodearl	Thompson
220 yards dash	Nordlander	Thompson	Kilpatrick
440 yards dash	Nordlander	Kilpatrick	Shea
880 yards run	Brigham	Shea	Simmerer
Mile run	Brigham	Nordlander	
Running high jump	Nordlander	Clark	Mitchell
Shot put	Parks	Mitchell	Neal
Running broad jump	Hartz	Mitchell	Nordlander
Discus throw	Mitchell	Parks	Nordlander

ALUMNI NEWS

The following information has come in large part from indirect sources and it is, therefore, not in all cases reliable. Corrections will be welcomed.

CLASSES '05 TO '15

R. M. Cushman, '05, was married during the past summer.

A. B. Miller, '05, is treasurer of the General Alumni Association, and a member of the Alumni Council, organized last Commencement. The marriage of Mr. Miller to Miss Jessie Sargent Goodwin is announced for September 30. Miss Goodwin is a daughter of Principal Goodwin of the Classical High School, Worcester.

S. R. Coghlan, '06, is operating a magnesite mine in Porterville, Cal. (P. O. Box 434).

W. W. Evans, '06, has entered the ministry and is in charge of a church in Grafton, Vt.

H. C. Marble, '06, who spoke last year at one of the College Luncheons on his experiences at the Plattsburg camp, has been appointed operating surgeon at the new base hospital at Camp Cotton on the Mexican border.

R. R. Chaffee, '08, has changed his address from State College, Pa., to Endeavor, Pa., where he is practising his profession of forest engineer.

L. M. Handy, '08, has been transferred to the South High School, Worcester.

J. I. Lindsay, '08, is to continue his studies at Harvard University this year for the doctor's degree.

W. L. Millea, '08, of Worcester, has left his position as surgeon in the Johns Hopkins Hospital, Baltimore, to become head of the new medical department of the Electric and Gas Light Company of Baltimore. During the summer Dr. Millea was married to Miss Anna Miller of Washington.

R. E. Rockwood, '08, formerly a graduate student at Ohio State University and Harvard, goes to Colorado University as an instructor in the department of Romance languages.

R. F. Fletcher, '10, is teaching French and Spanish at the Howe School, Howe, Ind.

W. F. Powers '10, A. M., 1911, Ph.D., 1914 (Clark Univ.), was married in August, to Miss Katherine Elizabeth Wyatt, of Haddon Heights, N. J. This fall he transfers from the University of Virginia to Simmons College, Boston. Dr. Powers was formerly assistant in physics in the College.

A. G. Rice, '10, is teaching at the Classical High School, Worcester.

H. F. Stimson, '10, of Rochdale, is at present in the government service at Washington. He has been research assistant in physics in the University, receiving in 1911 the degree of A.M., and in 1915 the degree of Ph.D.

D. Basnett, '11, is with the Supplee-Biddle Hardware Co., 30 Church St., New York City.

E. S. Belisle, '12, has received the degree of M.D. from the University of Montpellier, France. Dr. Belisle's thesis (1916) is entitled "Contribution à l'étude des cas de méningite cérébrospinal sporadique."

S. F. Bemis, '12, Ph.D. (Harvard) 1916, has left for Santa Fe, New Mexico, for a prolonged period of rest and recuperation. Letters will be forwarded to him from his home, 74 Spring St., Medford, Mass.

A. Dickie, '12, A.M., 1914, is teaching history and Spanish in the high school, Meriden, Conn.

H. W. Gaylord, '12, is to teach English at Mt. Hermon.

J. R. McCurdy, '12, becomes secretary of the graduate department of the Y. M. C. A., New York City.

F. T. Oberg, '12, was graduated from the Harvard Medical School in June and is now at the Worcester City Hospital.

C. H. Risley, '12, of West Brookfield, is leaving Mendon, where he was principal of the high school and supervising

principal of the grammar school, to be principal of the high school at Rutland.

I. J. Sarasohn, '12, has accepted the position of minister of the Jewish Congregation of Natchez, Miss. His address is 604 State St.

M. M. Smith, '12, is teaching in the Horace Mann School, New York City.

R. H. Twining, '12, is assistant superintendent of a company manufacturing chemicals in Marquette, Mich. His address is 117 E. Ridge St.

F. L. Adams, '13, is now located with the Dickey Belting Co., Lewiston, Maine.

P. L. Boyce, '13, is practising law at 62 William St., New York City.

T. I. Brown, '13, A.M. (Clark Univ.) 1914, transfers from Philander Smith College, Little Rock, Arkansas, to Atlanta University, Atlanta, Ga., where he is acting head of the department of history and economics. Mr. Brown will have charge of the conferences dealing with the sociological problems of the South.

P. E. Carruthers, '13, is the happy father of a young son, John Burr Carruthers. Mr. Carruthers has left the Dennison Co., of South Framingham, to enter the Worcester office of the Provident Life Insurance Co.

P. C. Chang, '13, is teaching at Nan Kai College, Tientsin, China.

C. N. Gibney, '13, is teaching at the Marquand School, Brooklyn, N. Y.

D. E. Hill, '13, of Worcester, was married in August to Alberta E. (Lassey) Wolfe, of Worcester. Mr. Hill who has been teaching in South Manchester, Ct., has been appointed instructor in the Agricultural College, Morrisville, N. Y.

J. Lund, '13, head master of the Lanier Home School, Eliot, Maine, has been in charge of the boys' camp during the summer.

W. T. Moran, '13, is one of the group of college men being trained by the National City Bank of New York City for its foreign service. For the past two years, Mr. Moran has been engaged in educational work in Porto Rico.

W. C. Besselievre, '14, gives as his address 122 Campfield St., Hartford, Conn.

R. H. Cannon, '14, is with the Norton Grinding Co., Worcester.

E. R. K. Daniels, '14, is teaching English at the Eastern Illinois Normal School, Charleston, Ill. His address is 1502 Fourth St.

H. A. Ferguson, '14, is teaching in the high school at Ridgewood, N. J. His engagement to Miss Sophie Louise Stephan is announced.

M. M. Kiley, '14, gives as his address 333 York St., New Haven, Conn.

C. B. Shaw, '14, is instructor of English at the University of Maine, Orono, Me.

L. S. Sproul, '14, is teaching civics and debating in the Deering High School, Woodfords, Me.

C. H. Elliott, '15, after spending a year in the post-graduate study of history in the University, goes to Litchfield High School, Ct. He will have charge of athletics and teach history and English.

G. J. Forbush, '15, has resigned from Culver Military Academy, to teach history and French in the high school, Leominster, Mass.

C. R. Hicks, '15, is teaching English in the Government School, Kyoto, Japan. His engagement was recently announced to Miss Winifred Miller, of Chicago.

C. D. Johnson, '15, who was married during the summer, is living at 1 Webster St., Worcester.

M. Small, '15, is teaching chemistry and mathematics in the Westerleigh Collegiate Institute, Staten Island, N. Y.

L. Smith, '15, is professor of history, Waynesburg College, Waynesburg, Pa.

E. Cooper, ex-Clark, who for two years past has been an instructor in the State Trade School, Bridgeport, Ct., this fall becomes instructor in the printing department of the Prevocational School in the same city. Mr. Cooper has been taking a special course for vocational instructors at the Technical School, Indianapolis.

E. B. Peck, ex-Clark, is teaching at the University of Minnesota.

L. H. Morse, ex-Clark, is teaching manual training in the high school, at Methuen, Mass.

R. J. Hall, ex-Clark, is engaged to be married according to an announcement.

CLASS OF 1916 (complete)

L. L. Atwood has been recommended to a position in New York City, but the office has not learned whether he has accepted.

J. E. Brierly is a student at Clark University and assistant in history in the College.

H. K. Brigham expects to enter a graduate school of medicine this fall.

H. H. Blanchard is teaching in the high school, Middletown, Conn.

G. H. Burnham has been appointed sub-master of the Danielson High School, Danielson, Conn. Mr. Burnham, whose major subject is history, plans to do post-graduate work in his chosen subject, at a later date.

F. E. Cole is with the Dodge Motor Car Co., Pleasant St., Worcester.

E. A. Darling is teaching French, Latin and Spanish in Mt. Pleasant Academy. His address is 25 State St., Ossining-on-Hudson, N. Y.

P. R. Dawson is studying at Clark University.

H. Eells is a student in the Princeton Theological Seminary, Princeton, N. J.

F. H. Ellsworth is a scholar in chemistry, Clark University.

G. P. Foster, whose major interest is biology, has been lately appointed instructor in Boone University, Wuchang, China. Mr. Foster sailed from Vancouver, B. C., and expects to be gone five years. His mailing address is 6 B, Seward Road, Shanghai, China.

R. T. Gifford is in the accounting department of the American Telegraph and Telephone Co., 601 W. 136 St., New York City. He is to study in the New York University School of Commerce and Finance this winter.

M. Ginsburg expects to enter the Harvard Law School.

G. E. Hartz is a special employee with the Michigan State Telephone Co., Detroit, Mich.

T. B. Joyce has been granted a scholarship of free tuition at the Cornell Medical School.

L. V. H. Judson attended the Harvard Summer School and is now a student in Clark University.

L. Lehrer is a student in Clark University.

A. Levensohn is in business in Detroit, Mich. His address is 304 High St., E.

I. Lubin is a student at the University of Minnesota.

J. W. McCrillis is with the Y. M. C. A. in Honolulu, H. I.

G. L. Magoun is teaching at McGill University, Montreal, Can.

H. Mason is a student in the Harvard Law School.

G. H. Merriam is with the Norton Co., Greendale, Mass.

G. A. Morlock has entered the office of Graton & Knight, Worcester. Address, 28 Hollywood St., Worcester, Mass.

L. P. Morse begins his duties this fall as assistant to the principal, Junior High School, Arlington, Mass.

E. W. Nelson is one of the managers of Hotel Bartlett, Rut-

land, Mass. He expects to travel thru the West this year for business information.

P. H. Otis is a special employee with the Mich. State Telephone Co. His address is 531 Third Ave., Detroit, Mich.

A. L. Prince is an assistant and graduate student in chemistry at the Mass. Agricultural College. Address, Box 492, Amherst, Mass.

H. C. Robinson is sub-master of the Lawrence High School, Fairfield, Maine. He is to teach mathematics and physics.

D. Sage is a student in Clark University and assistant in sociology in the College.

H. H. Sloan is in the circulation department of the Fitchburg Daily News, Fitchburg, Mass.

C. T. Soterides is chemist with the Marine Chemical Co., N. Woburn, Mass. Address, 17 Pearl St., Wakefield.

H. M. Sturges is special employee with the Mich. State Telephone Co., Detroit, Mich.

F. C. Sumner is assistant and graduate student at Lincoln University, Chester County, Penn.

H. Talamo is in business with his father in Worcester.

L. S. Thompson is teaching biology, chemistry and physics in the high school at Derby, Conn.

F. A. Townsend has accepted a position as chemist in the Winchester Repeating Arms Co., New Haven, Conn. His address is 64 Henry St.

H. P. Ward is assistant in chemistry, Wesleyan University. Address, 308 William St., Middletown, Conn.

L. B. White is studying at the Mass. Institute of Technology.

A. L. Whittey enters Clark University to do post-graduate work in history.

In Memoriam

WALLACE STREETER CHILSON

Friends have learned with regret of the death of Wallace Streeter Chilson, of the class of 1911.

In College, Mr. Chilson was president of the Y. M. C. A., a leader in his fraternity, a member of the Glee Club, and the College reporter for the Transcript. The young leader, while confident of his own powers, was quiet and unassuming. He was a man of good balance and fine poise. Strong in him were parental affection and the feeling of personal friendship. Sincere in his own work he was kind and helpful to all.

His body, however, was not strong. Illness prevented his taking the final examinations of his senior year. The Faculty, nevertheless, did not hesitate to graduate him, so excellent was his record. Soon after leaving College he was married and took a position as teacher in Orange, N. J. It was during the summer period of rest from work that death overtook him.

The tribute of one who knew him in later life is worthy of being quoted:

"A body always frail—too frail—yet disciplined always to do its utmost. A mind well stored with knowledge—knowledge well arranged and ever at command. An intellect keen, quick and brilliant made him a bright student, a thoro scholar, a deep thinker, an inspiring teacher. Quiet, modest, unassuming, he was always masterful. A will almost inflexible, swayed only by his love for those who loved him best."

¶The Record is published quarterly by Clark College, Worcester, Massachusetts, in January, April, July, and October. ¶Entered as second class matter, March 27, 1906, at the Post Office at Worcester, Massachusetts, under the Act of Congress of July 16, 1894.

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Number 2

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SUPPLEMENT TO THE
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Clark College Record

Vol. 12

April, 1917

No. 2

Published Quarterly by Clark College, Worcester, Massachusetts

OFFICERS OF ADMINISTRATION AND INSTRUCTION

- EDMUND CLARK SANFORD, PH. D., Sc. D., LL. D.
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Dean of the Faculty, and Professor of Psychology
- BENJAMIN SHORES MERIGOLD, PH.D., 34 Chatham St.
Professor of Chemistry
- FRANK BLAIR WILLIAMS, PH. D. 2 Isabella St.
Professor of Mathematics
- GEORGE HUBBARD BLAKESLEE, PH.D., 21 Downing St.
Professor of History and International Relations
- PRENTISS CHENEY HOYT, PH. D. 940 Main St.
Professor of English
- CHARLES BREWSTER RANDOLPH, PH. D.
Professor of Latin 21 Circuit Ave.
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- HAVEN DARLING BRACKETT, PH. D., 112 Woodland St.
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Professor of French and Spanish
- FRANK HAMILTON HANKINS, PH. D. 4 Cabot St.
Professor of Political and Social Science
- CHARLES EDWARD LYON, PH. D. 8 Trowbridge Rd.
Professor of German

- LEROY ALLSTON AMES, A. M. 940 Main St.
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 LORING HOLMES DODD, PH. D. 20 Sagamore Rd.
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 IRVING ANGELL FIELD, PH. D. 1 Autumn St.
 Associate Professor of Biology
 CAREY EYSTER MELVILLE, A. B. 16 Isabella St.
 Assistant Professor of Mathematics, and Registrar
 NORMAN SCOTT BRIEN GRAS, PH. D. 12 Tirrell St.
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 Assistant Professor of Organic Chemistry
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 Assistant Professor of Biology
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 Assistant Professor of Psychology and Education
 ARTHUR WALLACE CALHOUN, PH. D.
 42 Maywood St.
 Assistant Professor of Political and Social Science
 AXEL JOHAN UPPVALL, A. M. 26 Woodland St.
 Assistant Professor of German
 LEONARD DUPEE WHITE, A. M. 38 Woodland St.
 Instructor in Government and Debating
 ERNEST RAYMOND WHITMAN 1 Webster St.
 Director of Physical Education
 ARTHUR GORDON WEBSTER, PH. D., D. Sc., LL. D.
 66 West St.
 (Professor of Physics in Clark University) Director
 of Physical Laboratories
 LOUIS N. WILSON, Litt. D. 11 Shirley St.
 Librarian
-
- CHARLES BIRD, B. H. 3 Lowell St.
 Assistant in Fencing

JOHN EDWARD BRIERLY, A. B.	34½ Douglas St.
Assistant in History	
ELMER BAGNALL CLARK, B. H.	46 May St.
Assistant in Physical Training	
ROSWELL FREDERICK CURTIS, A. B., 20 Downing St.	
Assistant in Chemistry	
PAUL REBER DAWSON, A. B.	1 Englewood Ave.
Assistant in Psychology	
HENRY DOUGLAS FRYER, B. H.	46 May St.
Assistant in Physical Training	
ROBERT STANLEY ILLINGWORTH	35 Maywood St.
Student Assistant in English	
CARL DAVID JOHNSON, A. B.	1 Webster St.
Assistant in Physics	
IVAN EUGENE McDUGLE, A. M.	15 Shirley St.
Assistant in History	
DAVID SAGE, A. B.	16 Tirrell St.
Assistant in Economics and Sociology	
REVASHANKER MAGANLAL SHUKLE, PH. G.	
Student Assistant in Biology	103 May St.
<hr/>	
FREDERICK HERBERT BAKER, M. D. (HARVARD)	
Medical Director	4 Linden St.
FLORENCE CHANDLER	938 Main St.
Bursar	
WILLIAM GRAY HARRIS, A. B.	37 South Lenox St.
Musical Director	
MARGARET OLIVIA COOK, A. B.	8 Lisbon St.
Secretary to the Dean	
ETHEL STOCK MCCOY	46 May St.
Assistant in the College Library	
LENA GERTRUDE TOWSLEY	28 Maywood St.
Assistant in the College Library	
ABBY JOHNSON, A. B.	Grafton
Assistant in the Bursar's Office	
MABEL HILDUR SODERBERG	5 Hooper St.
Stenographer	

COURSES FOR 1917-18

The following courses are announced for the academic year 1917-18. All courses are given for three hours' credit in each semester except where the contrary is specified. Credit will usually be allowed for one semester of year courses only when the courses are announced as divisible. Numbers in parenthesis following the title of the courses refer to pages in the January *Record* where full descriptions of the courses will be found. The hour and the days of the week when the courses are given are indicated thus, 9, M., W., F. (9 o'clock, Monday, Wednesday, Friday) and 10, T., Th., S. (10 o'clock, Tuesday, Thursday, Saturday).

The right is reserved to change the time of the meeting of a course and to withdraw any course in which the registration is not sufficiently large.

DEPARTMENT OF MATHEMATICS

*1. Elementary Mathematics (p. 38). For all who major in Mathematics, Physics or Chemistry, or minor in Mathematics or Physics. Year course (divisible); *six hours*; 9, M., T., W., Th., F., S.

MR. WILLIAMS

2. Plane and Solid Analytic Geometry (p. 39). Year course (divisible); 11, T., Th., S. Prerequisite: Mathematics 1.

MR. MELVILLE

3. Differential and Integral Calculus (p. 39). Year course (divisible); 11, M., W., F. Prerequisite: Mathematics 1.

MR. WILLIAMS

4. Differential Equations (p. 39). Second semester; hour to be arranged. Prerequisite: Mathematics 1 and Mathematics 3.

MR. MELVILLE

6. and 7. Surveying and Astronomy (p. 39). It is desired to combine these studies if the students wish it. Otherwise, Surveying will be given separately during the first semester

and Astronomy the second semester. Year course (divisible); hour to be arranged. Prerequisite: Mathematics 1 or Mathematics 8. MR. WILLIAMS AND MR. MELVILLE

†8. Elementary Mathematics (p. 40). For students who do not major in Mathematics, Physics or Chemistry or minor in Mathematics or Physics. Year course (divisible); two sections: 8, M., W., F. and 8, T., Th., S. MR. MELVILLE

DEPARTMENT OF PHYSICS

1. General Physics (p. 42). Year course (divisible); *six hours*; 11, M., T., W., Th., F. and 2, W. Prerequisite Mathematics 1 or Mathematics 8, which, however, may be taken concurrently with this course.

MR. GODDARD AND MR. JOHNSON:

2a and 2b. Elementary Theoretical Mechanics (p. 43). Year course; 8, M., W., F. Prerequisite: Mathematics 3.

MR. GODDARD

4a and 4b. Mechanical and Electrical Measurements (p. 43). Year course (divisible); 2, T., Th. Prerequisites: Physics 1 and Mathematics 1 or 8.

MR. GODDARD AND MR. JOHNSON

5a and 5b. Theoretical Physics (p. 44). First semester, Heat; second semester, Physical Optics. Year course (divisible); 9, T., Th., S. Prerequisite: Mathematics 3.

MR. GODDARD

6. Advanced Physical Measurements and Laboratory Practice (p. 44). Year course; 2, T., Th. Prerequisites: Physics 4 and Physics 2, 3 or 5.

MR. GODDARD

8. Elementary General Physics (p. 44). Year course; 11, M., W., F. Open to all students for required work in science.

MR. GODDARD

* See also Mathematics 8.

† See summer course S8-1.

DEPARTMENT OF CHEMISTRY

*1. General Descriptive Chemistry (p. 45). Year course; *six hours*; 11, M., W., F.; 2, M., W. An introductory course intended for those who have had no chemistry before coming to college and for those whose previous work in this subject is not sufficient to qualify them for Chem. 2.

MR. MERIGOLD and MR. ———

*2. General Descriptive Chemistry (p. 46). Year course, hour to be arranged. This course is intended for those who have already had a somewhat extensive course in elementary chemistry.

MR. MERIGOLD and MR. ———

3. Qualitative Analysis (p. 46). Year course; 2, Th., F.
Prerequisite: Chemistry 1.

MR. WHITE

4. Quantitative Analysis (p. 46). Year course; 2, Th.; 9, S. Prerequisites: Chemistry 1 and 3; Chemistry 3 may be taken concurrently.

MR. MERIGOLD

5. Organic Chemistry (p. 46). Year course; 9, T., Th., S. Prerequisite: Chemistry 1.

MR. WHITE

6. Advanced Quantitative Analysis (p. 46). Year course; 2, Th. Prerequisites: Chemistry 1 and 4.

MR. MERIGOLD

8. Physical Chemistry (p. 47). Year course; 11, T., Th.; 2, F. Prerequisites: Chemistry 1 and 4, Physics 1 and Mathematics 1 or 8.

MR. MERIGOLD

9. Biological Chemistry (p. 47). Year course; 2, M., T. Prerequisite: Chemistry 3 which, however, may be taken concurrently.

MR. WHITE

10. Organic Synthesis and Analysis (p. 47). Year course; 2, M., T. Prerequisite: Chemistry 3 which, however, may be taken concurrently.

MR. WHITE

*Whether Chemistry 1 or Chemistry 2 will better meet the needs of the student will be determined in every case of doubt by conference with the instructor. All students who have already had a course in chemistry are requested to present their laboratory note books.

DEPARTMENT OF BIOLOGY

1. General Biology (p. 49). Year course; 2, T., Th.
MR. FIELD
2. Genetics (p. 49). First semester; 12, M., W., F.
MR. HURLIN
3. Vertebrate Anatomy (p. 49). Year course; 8, M., W.,
F. Prerequisite: Biology 1. MR. HURLIN
5. Embryology and Histology (p. 50). Year course; 2,
T., Th. Courses 1 and 3 advised as preparation. MR. HURLIN
6. Animal Physiology (p. 50). Year course; 10, M., W.,
2, W. MR. FIELD
7. Hygiene (p. 50). Second semester; 8, M., W., F.
MR. FIELD
8. Bacteriology (p. 50). Second semester; 8, T., Th., S.
MR. HURLIN

DEPARTMENT OF HISTORY

1. Medieval History (p. 51). Year course; 9, M., W., F.
MR. BLAKESLEE
2. United States History, Colonial Period (p. 52). First
semester; 9, T., Th., S. History 1 advised as a preparation.
MR. GRAS
3. Current History (p. 52). Year course; 10, M., W., F.
MR. BLAKESLEE
5. English History (p. 53). Year course; 10, T., Th., S.
MR. GRAS
9. History of Greece (p. 54). First semester; hour to be
arranged. MR. BRACKETT
10. Conference Course in History (p. 54). Year course;
hours to be arranged. MR. GRAS

ECONOMIC HISTORY

3. The Economic History of the United States (p. 58).
Supplements History 2. Second semester; 9, T., Th., S.
MR. GRAS

DEPARTMENT OF POLITICAL AND SOCIAL SCIENCE

GOVERNMENT

1. American Government (p. 56). First semester; 8, T., Th., S. MR. WHITE
2. European Government (p. 56). Second semester; 8, T., Th., S. Prerequisite: Government 1 or European History. MR. WHITE
3. Municipal Government (p. 56). First semester; 9, T., Th., S. Prerequisite: Government 1 or American History. MR. WHITE
4. Political Parties in the United States (p. 56). Second semester; 9, T., Th., S. MR. WHITE
6. Constitutional Law (p. 57). First semester; 10, T., Th., S. Prerequisite: Government 1. MR. WHITE

ECONOMICS

- 1 and 2. Principles of Economics (p. 58). Year course (divisible); 9, M., W., F. Open to Juniors and Seniors. MR. CALHOUN
3. Taxation and Public Finance (p. 58). First semester; 8, M., W., F. Prerequisites: Economics 1 and 2. MR. CALHOUN
4. Money and Banking (p. 59). Second semester; 8, M., W., F. Prerequisites: Economics 1 and 2. MR. CALHOUN
- 5 and 6. Social Economics and Theories of Social Reform (p. 59). Year course (divisible); 11, T., Th., S. Open to Juniors and Seniors. MR. HANKINS
8. Labor Organizations (p. 59). Second Semester; 8, T., Th., S. Open to Seniors. MR. CALHOUN
9. Business Organization and Administration (p. 59). First semester; 8, T., Th., S. Open to Seniors. MR. CALHOUN

ECONOMIC HISTORY

For courses on this topic see the announcement of the Department of History.

SOCIOLOGY

- 1 and 2. Sociology (p. 60). Year course (divisible); 11, M., W., F. Open to Seniors. MR. HANKINS

DEBATING

1. Theory and Practice of Argumentation (p. 60). First semester; 3, M., W., F. This course may be repeated in the second semester if desired by a sufficiently large number of students. MR. WHITE

DEPARTMENT OF PSYCHOLOGY

1. General Psychology (p. 61). Year course; 9, T., Th., S. MR. PORTER
2. Social Psychology (p. 62). Year course; 9, M., W., F. MR. PORTER
3. Mental Evolution and Comparative Psychology. Lectures, discussion of assigned readings and reports. First semester; hour to be arranged. MR. PORTER
4. Experimental Psychology (p. 62). Year course; 2, M., W. Prerequisite: Psychology 1. MR. GEISSLER.
6. Genetic Psychology: Normal and Defective Development of Children. A continuation of Psychology 3. Second semester; hour to be arranged. MR. PORTER
8. Educational Psychology (p. 62). First semester; 12, T., S., 2, Th. Prerequisite: Psychology 1. This course is the same as that listed as Education 1. MR. GEISSLER.

DEPARTMENT OF PHILOSOPHY AND
EDUCATION

PHILOSOPHY

- 2a. Introduction to Ethics (p. 63). Second Semester. 11, T., Th., S. MR. GEISSLER
- 2b. Introduction to Logic (p. 63). First Semester; 11, T., Th., S. MR. GEISSLER

EDUCATION

1. Educational Psychology. See Course 8 in the announcement of the Department of Psychology.

MR. GEISSLER

2. Educational Aims and Problems (p. 64). Second semester; hour to be arranged.

MR. SANFORD

3. Introduction to the Study of Secondary Education (p. 64). First semester; 10, T., Th., S. Psychology 1 desirable as preparation.

MR. GEISSLER

4. Secondary Education and Methods of Instruction in Secondary Subjects (p. 64). Second semester; 10, T., Th., S. Prerequisite: Education 3 or Education 1.

MR. GEISSLER AND OTHERS

DEPARTMENT OF ENGLISH

1. English Composition. The aim of the course is to give the student the power of clear and forceful expression and to assist him in gaining for himself critical standards. To this end a careful study is made of the principles of prose composition, concluding with the reading of such representative essays on Style as those by Newman, Spencer, Pater and Stevenson; daily practice in the application of these principles is afforded by class exercises and by themes. Particular attention is paid to the matter of Good Usage, and original papers in rhetorical observation and research are required. A consideration is also given to the subjects of Pronunciation and Versification. Year course; 11, Th., S., and 12 T., Th., S. Required of first-year students.

MR. DODD

2. History of English Literature in Outline (p. 66). Year course; 12, M., W., F.

MR. HOYT

3. The Drama (p. 66). Year course; 10, M., W., F.

MR. HOYT

4. The Novel (p. 67). Year course; 10, T., Th., S.

MR. DODD

6. Advanced Composition (p. 67). Year course (divisible); probably 9, T., Th., but may be changed to avoid conflicts. Prerequisite: English 1. MR. HOYT

7. Public Speaking (p. 68). Year course (divisible); 2, M., W., F. MR. HOYT

8. Seminary (p. 68). Year course (divisible); 5, M. Open to seniors only. MR. HOYT

9. English Literature of the Eighteenth Century (p. 68). Year course; 12, T., Th., S. Prerequisite: English 1. MR. AMES

10. Nineteenth Century Poetry (p. 68). Year course (divisible); 12, M., W., F. Prerequisite: English 1. MR. AMES

11. American Literature (p. 68). Year course; 11, M., W., F. Open to freshmen. MR. AMES

12. Nineteenth Century Prose (p. 68). Year course (divisible); 11, T., Th., S. MR. AMES

13. The Romantic Movement in English Literature (p. 69). Year course; 12, M., W., F. Prerequisite: English 1. MR. AMES

DEPARTMENT OF GERMAN

1. Elementary German (p. 69). Year course; *six hours*; 10, M., T., W., Th., F., S. MR. UPPVALL AND MR. LYON

3. Intermediate German (p. 70). Year course; 9, M., W., F. Prerequisite: German 1. MR. LYON

4a and 4b. Aims and Methods of teaching German and French, and Teachers' Course (p. 70). Year course (divisible); 10, M., W., F. For the prerequisites see the January *Record*, pp. 70 and 73. MR. LYON AND MR. CHURCHMAN

SWEDISH

1. Elementary Swedish (p. 71). The aim of this course is to give a working knowledge of the language. First semester; hour to be arranged. MR. UPPVALL

2. History of Swedish Literature (a new course). The reading of Swedish authors. Second semester; 4, T., 12, Th., S. Prerequisite: Swedish 1 or the equivalent. MR. UPPVALL

DEPARTMENT OF ROMANCE LANGUAGES

FRENCH

1. Elementary French (p. 72). Year course; *six hours*; 10 M., T., W., Th., F., S. MR. WELLS

2. Intermediate French (p. 72). Year course; 10, T., Th., S. Prerequisite: two years of French in preparatory school.

MR. CHURCHMAN

3. Advanced French (p. 72). Year course; 9, T., Th., S. Prerequisite: three years of French in preparatory school, or French 1.

MR. CHURCHMAN

4a. Aims and Methods of Teaching French and German; Teachers' Course (p. 73). First semester; 10, M., W., F. Prerequisite: three years of French in preparatory school, or French 1 or 2.

MR. CHURCHMAN

4b. Teachers' Course (p. 73). Second semester; 11, M., W., F. Prerequisite: first semester of French 3.

MR. CHURCHMAN

5. Literature of the Seventeenth Century (p. 73). Year course; 9, M., W., F. Prerequisite: French 3 or the grade of A in French 1 or 2.

MR. CHURCHMAN

SPANISH

1. Elementary course (p. 75). *Six hours*; hour to be arranged.

MR. WELLS

DEPARTMENT OF GREEK

1. Plato, *Apology*; Homer, *Iliad* (p. 78). Year course; hour to be arranged. Prerequisite: Greek 7 or its equivalent.

MR. BRACKETT

3. The Greek Drama; Aeschylus, Sophocles and Euripides (p. 78). Year course; hour to be arranged. Prerequisite: Greek 1.

MR. BRACKETT

7. First Year Course (p. 79). Year course; hour to be arranged. Students who have had only one year of Greek may enter at the beginning of the second semester.

10. Greek Tragedy in English (p. 80). First semester; hour to be arranged. Open to Juniors and Seniors.

History of Greece. See the announcement of the Department of History.

DEPARTMENT OF LATIN

1. Livy, Selections; Horace, Selections, chiefly from the *Odes* (p. 81). Year course; 11, M., W., F. Prerequisite: four years of Latin in preparatory school. MR. RANDOLPH

7. First Year Course (p. 83). Year course; hour to be arranged. MR. RANDOLPH

8. Latin Composition (p. 83). Year course (divisible); hour to be arranged. Prerequisite: Latin 1 or its equivalent.

MR. RANDOLPH

11. Intermediate Latin (p. 83). Year course (divisible); hour to be arranged. Prerequisite: one year or more of Latin in preparatory school, or Latin 7. MR. RANDOLPH

SUMMER STUDY REGULATIONS AND COURSES

REGULATIONS

I. A standing committee of the Faculty, the Committee on Summer Study, has general supervision of the administration of the Summer Study plan, subject to the approval of the Faculty.

II. The maximum credit which may be earned in any one summer under the Summer Study plan is limited to six semester hours.

III. Credit earned under the Summer Study plan may be used as follows: first, for the purpose of making up small deficiencies in the amount required for the Bachelor's degree;

second, to make it possible to complete the requirements for the Bachelor's degree without carrying the full program of 18 hours per week thruout the entire college course; or, third, to provide the additional credits required because of an average standing below 82, on condition that the amount required is not large. But it should be noted that credit earned under the Summer Study plan may not be used to reduce the period of residence required for the A.B. degree to less than three years.

IV. Credit for work under the Summer Study plan is allowed only for courses for which registration is made in advance on blanks provided for that purpose.

V. All summer study courses must be completed not later than the second Saturday following the opening of College in September.

VI. A fee of two dollars will be charged for each course ($1\frac{1}{2}$ semester hours) beginning with the summer of 1917. This fee must be paid before registration for the course will be accepted.

VII. The Committee on Summer Study is authorized to accept for college credit work done in the Summer Schools of other institutions.

COURSES

MATHEMATICS

S1. Descriptive Astronomy and Spherical Trigonometry.

S2. Calculus. (Open to those who do not take it in regular course.)

S3. Solid Analytical Geometry. (Open to those who do not mean to take Mathematics 2 in the regular course.)

S4. Determinants.

S5. Theory of Probability.

S8-1. A course supplementary to Mathematics 8. Designed to prepare students who have taken Mathematics 8 to enter the 2nd semester of Mathematics 1. (No credit).

PHYSICS

S1. Physical Measurements: mechanics, heat, sound, light, electricity and magnetism. Thirty-two laboratory exercises. Graphical treatment of results, discussion of errors.

Laboratory reports, problems, syllabus of mechanics, examination. The ground covered will be the same as the laboratory work of Physics 1.

S2. The teaching of Elementary Physics. History of the teaching of Physics, content of the course, methods of instruction. Reference to the writings of Hall, Mann and others on the teaching of physics. Study in detail, of two or more important text-books, with a comparison of the methods of presentation of selected parts.

Some previous acquaintance with physics in class-room and laboratory is essential. Note-book summaries of reading, syllabus, thesis and examination.

S3. Special Problems. The subject may be chosen from any of the various fields of physics and will depend upon the preparation and ability of the student.

Open only to those students majoring or minoring in physics who have exceptional general standing in the College, or who are judged to be especially well prepared to profit from the course.

Note-books for summary of reading and solution of problems, syllabus, thesis and examination, as well as written record of conferences.

S4. Physical Measurements. Mechanics and heat; electricity and magnetism, and light. Discussion of errors of measurement and of method.

Laboratory reports, problems and examination. The ground covered will be the same as the first half of either semester of Physics 4.

Open only to students who, by their laboratory work in Physics 1, have demonstrated their fitness to profit by the course.

CHEMISTRY

Work along two general lines will be offered as follows:

S1. Reading and Library Work. The student is expected to be prepared to pass examination upon some selected topic. Topics of special interest to the student may be selected in consultation with one of the instructors. Suitable subjects might be of the following nature: (a) History and development of radio-chemistry. (b) The structure of the atom and the modern conception of the nature of matter. (c) The manufacture and chemistry of high explosives. (d) The work and achievements of American chemists. (e) The Werner theory of complex salts. (f) The electron theory. (g) The petroleum industry. (h) Food legislation.

S2. Quantitative Analysis. This work may be taken only by students who already have some knowledge of the subject; i. e., by those who have taken Chemistry 4 or its equivalent.

The work may be of a general nature, or the student may take up special work along some line of interest to him, not covered by the courses regularly offered, such as the methods of steel analysis, food analysis, fuel, air and water.

For competent students the work may partake of the nature of original investigation of some problem of interest.

In every case the work to be done must be arranged in advance in consultation with one of the instructors.

BIOLOGY

S1. Readings in Standard Biological Literature: Locy's *Biology and Its Makers*, Darwin's *Formation of Vegetable Mould*, Huxley's *Essays*, Morgan's *Evolution and Adaptation*, Walter's *Genetics*, etc.

S2. Anatomical studies of selected vertebrate and invertebrate types: cat, frog, mussel, crayfish, grasshopper, or earthworm, etc.

S3. The collection, preservation and systematic study of a selected plant or animal group: ferns, mosses, algæ, reptiles, amphibia, butterflies, moths, or dragon flies, etc.

S4. Studies of selected topics in public and personal hygiene: The Public Water Supply, Sanitary Dairy Management, Sewage Disposal, Insects as Transmitters of Disease, Care of the Mouth and Teeth, or Hygiene of the Sense Organs, etc.

HISTORY

MR. BLAKESLEE

S1. Medieval History: (a) Reading Courses to supplement the work in History 1. (b) Thesis Course. Some particular topic, in which the student has become especially interested, may be taken as the subject for a summer's thesis.

S2. Current History: (a) Reading Courses in the history and present-day conditions of Russia, the Far East and Latin America. (b) Thesis Course. Such topics as the following are suggested: Peasant Life in Russia, The Russian Revolution, The Russo-Japanese War, The Development of Siberia, Railroad Development in China, Relations between Japan and China, The Interests of the United States in China, The Causes of Friction between the United States and Japan, American Administration in the Philippines, The Correct American Policy towards Mexico, The Niagara (A.B.C.) Conference, Economic Conditions in Argentina, The Monroe Doctrine.

If subjects are chosen in the field of Latin American History, they must supplement the work of the regular course.

S3. Diplomatic History: (a) Reading Courses, on topics to be selected, including subjects relating to the causes, conduct and diplomacy of the present war. (b) Thesis Course. Such topics as the following may be chosen: The History and Justification of the Pending Colombian Treaty, Bismarck's Diplomacy, The Triple Alliance, The Causes of the Present War, Desirable Terms of Peace, the Best Foreign Policy for the United States.

MR. GRAS

S5. Economic History: a study (a) of the stages in production, such as labor, industry, agriculture and exchange; or, (b) of the economic and social aspects of the growth of large cities. Supplementary to Economic History 2.

S6. American History: (a) one period or generation of American history; (b) a single line of development, such as immigration, the constitution, the frontier, foreign relations; or, (c) the careful reading of Bancroft, Adams, McMaster, Schouler or Rhodes. Supplementary to History 2 and History 4.

S7. English History: (a) the period up to 1500; (b) the period since 1500; (c) some one reign; (d) a general topic, such as English law, the growth of the constitution, social customs and economic changes; (e) Green's Short History of the English People, supplemented by historical novels and biographies; or, (f) a study of one of the following: Green, Freeman, Ramsay, Froude, Gardiner, Von Ranke, Lecky, Seeley, etc. Supplementary to History 5.

S8. Modern European: (a) a study of the French Revolution; (b) Napoleon; (c) Europe since 1870; (d) France since 1789; (e) Germany in the nineteenth century. Supplementary to History 6.

S9. The Renaissance in Europe, 1250-1600. The life and work of the chief figures of the period. The leading historical novels covering various phases of the movement. Supplementary to History 8.

See also Mr. Brackett's announcement for Roman History.

POLITICAL AND SOCIAL SCIENCE**MR. HANKINS**

The following list of topics is intended merely as a suggestion of the subjects which may be pursued during the summer for credit. Most of these subjects may be broken up into various thesis topics and may be accommodated in various ways to the preparation and needs of different students.

The exact nature of the work therefore to be done in Sociology and Social Economics would be determined only after consultation with Mr. Hankins.

S1. Under Sociology would be included such headings as the following: the family, its origin, evolution, modern problems, etc.; the state, its origin, evolution, tendency toward democracy, etc.; the origin and evolution of religion; socialism; the syndicalist movement; eugenics; heredity vs. environment in social life; criminology; great men, their importance and origin.

S2. Under Social Economics may be suggested the following; some problem dealing with the newer standards in industry, such as minimum wage; workmen's compensation; occupational diseases; old age pensions; social insurance; mothers' pensions; unemployment; the better-housing movement; wages and standards of living; co-operation and profit-sharing in industry.

MR. CALHOUN

S3. Economics. The following list of topics indicates the general lines along which Summer Study may be done. The details of the work can be arranged to suit the needs and desires of students on consultation with Mr. Calhoun.

(a) General economic theory. (b) Character and method of economic science. (c) Theories of value. (d) Theories of the distribution of wealth. (e) Money and banking. (f) Public finance and taxation. (g) Industrial combinations and trusts. (h) Trade unions. (i) Immigration. (j) Railways and transportation.

MR. WHITE

S4. American Federal Government. The establishment and development of the central government, its relations to the states, the operation of the three departments and their relations one to the other, the constitutional and actual position of the President, Congressional problems, the power

of the courts in relation to legislation, include some of the topics to be studied.

S5. European Government. The student will be expected to combine with the study of English government the study of either French or German government. Some knowledge of European history would be of advantage.

PSYCHOLOGY

S1. General Psychology. (a) Careful reading and study of such standard works as the following: Seashore's *Psychology in Daily Life*, Angell's *Chapters from Modern Psychology*, Pillsbury's *Essentials of Psychology*, Angell's *Psychology*, Titchener's *Beginner's Psychology*, also the *Primer* and an *Outline of Psychology* by the same author, as well as other books and articles to be determined in conferences with the instructor. If possible the student should make all the experiments outlined in Seashore's *Elementary Experiments in Psychology*.

(b) A thesis on some one of the topics mentioned under the heading of General Psychology on page 61 of the *Record* of January, 1917. Before selecting the subject of the thesis the student should discuss with the instructor the references, outline, best methods of study and how to secure definite experimental or observational results.

S2. Social Psychology. In this subject also the student may proceed from the easier to the more difficult texts and treatises: Ross's *Social Control and Social Psychology*, Ellwood's *Sociology in its Psychological Aspects*, McDougall's *Introduction to Social Psychology*, Wallas's *The Great Society*, Davis's *Psychological Interpretations of Society*, Thomas's *Source Book for Social Origins*, Taussig's *Inventors and Money Makers*.

S3. Advanced course in experimental study of problems in Comparative Psychology and Animal Behavior. This work may be done in the laboratory or preferably at The Hadwen Aboretum where more favorable conditions may be provided.

EDUCATION

S1. Studies in the History of Education and in the Educational Classics. Topics to be selected.

S2. Vocational Guidance.

S3. Studies in Methods of Teaching Special High School subjects.

ENGLISH

The English Department can, at need, outline summer reading in connection with courses like English 2, 3, 4 or 8, or plan work in addition to that taken before in English 2, 3 and 4. General reading outlines may be followed, or special topics may be assigned and studied, for examination or report in the fall.

MR. HOYT

S1. Topics of study for the summer may be suggested from the following list: Shakespeare and his time, the Restoration period of literature, the satire, the poetic drama, the love sonnet, Ibsen and his influence, the trend of modern drama, the short story.

These subjects are merely intended to give an idea of the possibilities of reading for intensive study, and may be varied in a countless number of ways. The work may be easily planned to fit the individual student and his particular need or interest.

MR. AMES

S2. English Literature of the Eighteenth Century. Essays, fiction, poetry and biography supplementary to English 9.

S3. Nineteenth Century Poetry. Essays, fiction, poetry and biography supplementary to English 10.

S4a. American Literature. Essays, fiction, poetry and biography supplementary to English 11.

S4b. Nineteenth Century Prose. Essays, fiction, poetry and biography supplementary to English 12.

S4c. The Romantic Movement in English Literature. Essays, fiction, poetry and biography supplementary to English 13.

Each of these courses is open to students who have completed the course to which it is supplementary or have elected it for the ensuing year.

MR. DODD

S5. The English Novel. Reading of novels and biographic material to be assigned by the instructor. Written reports to be sent to the instructor as each unit of work is completed, followed by an examination upon the entire assignment in the fall. Supplementary to English 4.

GERMAN

S2. Scientific German. Reading of seventy-five pages in a scientific German Reader (Brandt and Day's, Waite's or Kip's); thirty-five to seventy-five pages in Loening and Arndt's *Deutsche Wirtschaft*, publ. by Holt; fifty pages of Lassar-Cohn's *Die Chemie im täglichen Leben*, ed. by Brooks, publ. by Heath.

The examination will cover peculiarities in Scientific German construction, and will call for translation of sight passages as well as selections from the above books.

Prerequisite: German 1 or its full equivalent. This course is equivalent to the work done in the first half of the regular semester course in Scientific German. The second half of the semester is given up to the particular science in which the student is majoring. It might be possible, therefore, for a student who has done the earlier half of the work in summer study to enter the Scientific course at the midway stage and by continuing to the end of the term thus increase his credit from one and a half to three hours. *This would of course require Faculty sanction.*

The science course in German should be taken only by men majoring in science, including psychology and political science.

S3. Romanticism. Readings in Beers, *English Romanticism* (2 vols.) and Vaughan, *The Romantic Revolt*; Porterfield, *German Romanticism*; Brandes, *Main Currents* (Chapter dealing with Romanticism); Heine, *The Romantic School*; Victor Hugo, *Preface to Cromwell*; the last three works to be read in translations, easily accessible. Anticipatory to a course on Romanticism.

S4. German Drama of the 19th Century. Aristotle's *Poetics* in Butcher's translation, together with selected chapters from Scherer's *History of German Literature*, Vol. II; Witkowski's *History of the German Drama of the 19th Century*; and selected passages from the plays of Kleist, Hebbel and Hauptmann. Anticipatory to a course on the German Drama of the 19th Century.

MR. UPPVALL

S5. Introduction to the Classic Authors. Selected Works of Lessing, Wieland, Herder, Schiller or Goethe will be assigned for reading and criticism. Reports will be required upon certain special subjects to be assigned by the instructor, such as "Der Junge Goethe," "Schiller in Storm and Stress," Romanticism in Schiller's *Jungfrau von Orleans*. Supplementary to German 5.

ROMANCE LANGUAGES

This department offers the following tentative outline of summer courses, which should in many cases be considered typical rather than actual. Any reasonable modification will be accepted. Courses in Italian and Spanish subjects, similar to those in French mentioned below, can be arranged when circumstances warrant.

MR. CHURCHMAN

S1. Courses supplementary to winter work. These will be particularly designed for students wishing to enter French 2, 3, 4, 5 or 6, whose preparation is somewhat inadequate, but

who do not need the whole of a semester or year course. The work will consist of grammar and reading according to the needs of the individual.

S2. Reading Courses. The aim of these will be simply to acquaint the student with good literature in the original and to increase his knowledge of the language. An examination on the text and substance will supplement reports of the work done. Typical topics would be: (1) Elementary: Novels or Stories of Erckmann-Chatrian, Dumas, About, Sand, etc. Plays of Labiche, etc. (2) Advanced: Novels of Hugo, Balzac, Flaubert. Plays of Corneille, Racine, Molière, Hugo, Augier, Dumas the Younger, etc.

S3. Linguistic Courses. In these the student would be expected to make an intensive study of some point of syntax. He would first absorb the theory found in the best grammars, and then read a limited amount from some French author (such as those mentioned in S2), taking careful note of typical and peculiar specimens of usage. The results aimed at would be an inductive knowledge of grammar and increased familiarity with the language. A thesis would probably be expected, embodying the results. Typical topics: Use of the Article; Position of Adjectives; Use of the Subjunctive; Interesting French Idioms; Use of the Tenses.

S4. Literary Courses. Here the emphasis would be on the literary content, tho in some cases such courses might not differ from those devoted merely to reading. A thesis would be expected. Typical courses: Molière's Comedies; English Imitators of Molière; Shakspeare and Molière: Shakspeare and Racine; Montaigne (English Translation); Rabelais (English Translation); Dante (English Translation); Don Quixote (English Translation); Voltaire (works about and by); Rousseau (works about and by).

S5. General Courses on Romance Topics. The Italian Renaissance; Italian Art; Spanish Art; French Architecture; The Moors in Spain; Troubadour Poets.

MR. WELLS

S6. Reading of Beaumarchais's *Barbier de Séville* and *Mariage de Figaro* for evidences of the spirit which was bringing on the French Revolution, with preliminary reading of parts of Taine's *Ancien Régime* to secure a foundation for the work. Report to be embodied in a thesis.

S7. Reading of parts of La Bruyère's *Caractères* and perhaps of other works such as Fléchier's *Grands-Jours d'Auvergne* for the collation from literary sources of contemporary testimony concerning the nature of political or ecclesiastical institutions or social conditions in France in the seventeenth century, to be done in connection with the reading of parts of Taine's *Ancien Régime*. Thesis.

S8. Reading of the greater part of Taine's *Ancien Régime*. Report to be embodied in a summary.

S9. Reading of the greater part of Chateaubriand's *Génie du Christianisme*, with a thesis on the degree of success and failure of the author in his defense of Christianity. As a substitute, a smaller part of the above may be read together with selections from some other apologist of religion, Lamennais, for example, for the preparation of a thesis drawing comparisons between the two authors.

S10. Reading of some of the works of Alfred de Vigny, prose and poetry, for the preparation of a thesis on his treatment of the sentiments of honor and human dignity.

S11. Reading of some of the dramatic, prose and poetical works of Alfred de Vigny for the preparation of a thesis on his treatment of the subject of the poet versus the world.

S12. Study of the life and times of Victor Hugo or Lamartine or both, and of some of their works, for the preparation of a thesis on the subject of the poet in the affairs of the world.

S13. The preparation of a thesis on the subject of science and erudition as sources of poetic inspiration, to be based partly on the reading of essays touching it, and partly on the reading of poems of Leconte de Lisle, Hérédia and Sully-Prudhomme, and of one or more of the poetical prose works of Michelet, such as *l'Oiseau* and *la Mer*.

Other similar courses could be arranged. In courses for the study of selected periods of French history in connection with the reading of important literature of the same periods, the latter could be done in English translations if the periods chosen should be as early as the sixteenth century. Examples of such combinations would be a study of the Reformation in France with reading of Calvin's *Institutes of the Christian Religion*, and a study of the Renaissance with reading of Rabelais's *Gargantua and Pantagruel* or the *Essays* of Montaigne.

Courses could also be arranged on the Civilization and Institutions of Latin America. They could deal with political, sociological, historical, or pedagogical topics, or with literature or art. It would be possible to arrange one or two for the study of French influence on Mexican civilization resulting from the occupation of Mexico under Maximilian, with reading to be done in French, Spanish or English.

GREEK

S1. Selected Readings in Greek literature in English; *Odyssey*; Aeschylus, Sophocles, Euripides.

S2. Homer's *Odyssey*; selected parts in Greek, the remainder in English, with collateral reading on the history of the Mycenaean period.

S3. A study of Socrates, his life and his Teachings; based on selected dialogs of Plato, Xenophon's *Memorabilia*, and certain modern treatises.

S4. Reading in Greek from the *Anabasis* of Xenophon; Greek syntax.

ROMAN HISTORY

S5. Readings in the History of Rome during the Empire; Uhlhorn, *Conflict of Christianity and Heathenism*; Dill, *Roman Society in the last Century of the Western Empire*; Kingsley's *Hypatia*. (Supplementary to History 9.)

LATIN

S1. Reading of easy prose, with systematic review of forms and syntax.

S2. Latin Elegy. Selected portions of Tibullus, Propertius and Ovid, with collateral reading.

Other summer courses in Latin will be arranged to suit the needs of the students who apply for them.

FACULTY NEWS

Dr. and Mrs. Lyon have been receiving congratulations on the arrival of a daughter, Helen Gill, born January 2, 1917.

Dean Porter is to deliver the commencement address at Waynesburg College on June 14. His subject is to be "A New Sense of Value," from the psychological and social points of view.

Dr. H. D. Brackett represented the College at the last meeting of the "Association of American Colleges," held in Chicago, January 11 to 13, 1917. While in the West, Dr. Brackett took the opportunity of meeting as many Clark men as possible. In Chicago he saw Dr. A. A. Day, '06; Mr. W. G. MacLaren, '14; Mr. W. H. Boireau, '13; Mr. W. H. Wilson, '15, and Mr. H. L. Jackson, '11. In Detroit several Clark men were present at the dinner to greet Dr. Brackett. Those present were: Mr. A. J. Peckham, '06; Mr. A. Anselmi, '13; Mr. F. L. Johnson, '13; Mr. P. H. Otis, '16; Mr. G. E. Hartz, '16, and Mr. H. M. Sturges, '16.

Mr. A. J. Uppvall, of the department of German, is giving a course on the History of Swedish Literature with special emphasis on Strindberg as a lyric poet. This course counts for credit in the College and is open to the public.

The new *Journal of Applied Psychology* to be published by Clark University is to have as its Managing Editor, Dr. L. R. Geissler, of the department of Psychology and Education in the College.

Dr. J. C. Hubbard, formerly a member of the Clark College Faculty but now at New York University, was elected a mem-

ber of the Andiron Club of New York City during the month of December, 1916.

Dr. C. F. Hodge's address was lately reported to be 125 Buffalo Avenue, Takoma Park, D. C.

ROLL OF GRADUATES

The total number of students graduated from Clark College up to and including February, 1917, is 429. Other statistics are as follows:

Deceased, 6; largest class, 1912, 60; smallest class, 1906, 15; average size of class, 36.

All graduates of Clark College have received the degree of Bachelor of Arts. This list contains, unless otherwise indicated, (1) the present residence of each alumnus; (2) his present occupation, with business address, if possible; (3) advanced degrees, if any, received since graduation. Cities here given are in Massachusetts unless the name of the state follows. Most of the following information is of very recent date, and all of it, unless otherwise indicated, has been received during the present academic year.

The S.S. written in parenthesis after the name of a graduate indicates that he has been elected a member of the Scholarship Society. Although the Society was instituted only in the spring of 1914, elections have been made from the ranks of graduates who had attained a high excellence of work while in College.

CLASS OF 1905

GEORGE ELMER ALLEN, 16 Plymouth St., Arlington. Salesman with the Fairbanks Co., 42 Pearl St., Boston.

WILLIAM ASHTON BENDER, 163 Hillside Ave., Glen Ridge, N. J. Food and Drug Laboratory, Appraiser's Stores, New York, N. Y.

SYLVANUS HAILE BOWEN, JR., Hamlet, N. C. Paymaster and bookkeeper, Gallivan Building Co.

ROBERT IRVING BRAMHALL (S. S.), Holden. Superintendent of Schools in Holden, Oakham, Paxton, Rutland. A. M., Clark University, 1906.

CLARENCE ARTHUR BURCH, Chao Hsien, via Wuhu, China.

LESLIE MILTON BURRAGE, State College, Pa. Assistant Professor of French, Pennsylvania State College. M. Ph., University of Chicago, 1910; Certificat d'Assiduité, University of Grenoble, 1913.

WILLIAM JOSEPH CHISHOLM, 518 Audubon Rd., Boston. Instructor, Brookline High School.

FREDERICK NORTON COOKE, JR., 657 W. 161st St., New York, N. Y. National Quartermaster, Boy Scouts of America, 200 5th Ave. A. M., Clark University, 1906.

ANDREW AMBROSE CROWLEY. (Address unknown).

ROY MARION CUSHMAN, 14 John Eliot Sq., Roxbury. Director, Norfolk House Centre.

GUY HENRY CUTTER, Jaffrey, N. H. Member of the New Hampshire Bank Commission. LL. B., Harvard University, 1908.

NELSON PETER DESSERT (S. S.), 231 Kenilworth Ave., Detroit, Mich. With the Detroit Plant of the American Radiator Co., Jos. Campau Ave., Detroit, Mich.

CHARLES ELBERT DISNEY, 2 Howe Ave., Worcester. Teacher in the High School of Commerce. A. M., Clark University, 1907.

FRANCIS MARTIN DOHERTY, 4 Forestdale Road, Worcester. Attorney at Law, and Justice of the Peace, 314 Main St.

PHILIP AYRES EASLEY, 35 Mount Morris Park, West, New York, N. Y. Curate, St. James' Episcopal Church, Madison Ave., at 71st St., New York. B. D., Drew Theological Seminary, 1908.

CHARLES F. WILLARD EDMANDS, 10 Jay St., W. Somerville.

ARTHUR HOWARD ESTABROOK (S. S.), 219 East 17th St., Indianapolis, Ind. With the Eugenics Record Office, Cold Spring Harbor, Long Island, N. Y. A. M., Clark University, 1906; Ph. D., Johns Hopkins University, 1910.

JOHN GOODRIDGE EWING, 22 Maple Ave., Ellenville, N. Y. Supervisor, New York, Ontario & Western Railway Co.

MICHAEL BERNARD FOX, 6 Coral St., Worcester. Physician. M. D., Harvard Medical School, 1909.

FRANK HENRY GALE, 78 North Bend St., Pawtucket, R. I. Salesman for the Pillsbury Flour Mills Co., Minneapolis, Minn. (Last address received.)

JOHN RALPH GARBUTT, 8 Columbus St., Worcester. Garbutt Bros., Insurance and Real Estate, 339 Main St., Worcester.

BURTON NOBLE GATES (S. S.), 42 Lincoln Ave., Amherst. Associate Professor of Bee Keeping and Apiarist at Experiment Station, Massachusetts Agricultural College; Inspector of Apiaries, State Board of Agriculture of Massachusetts. A M., Clark University, 1906; Ph. D., 1909.

PHILIP NORMAN GLAZIER, Stow. Paymaster, Roxbury Carpet Company, 37 Simmons St., Roxbury.

DEVNEY JOSEPH GREELISH, 91 June St., Worcester.

ROBERT BROWNING GREENWOOD, 22 Court St., Winchendon. S. A. Greenwood & Son, Insurance.

BERTON BROOKS HARRINGTON, Winchendon. With Brooks & Harrington, Manufacturers, Winchendon.

ELMER ADNA HARRINGTON, 1038 E. Huron St., Ann Arbor, Mich. Instructor in Physics, University of Michigan. A. M., Clark University, 1906; Ph. D., 1915.

WILLIAM HAROLD KEITH, Little Neck Hills, Long Island, N. Y. Insurance Engineer, with the Underwriters' Bureau of the Middle and Southern States, 1 Liberty St., New York, N. Y. A. M., Clark University, 1906.

RALPH STEVENS KENEELY, 86 Salem St., Reading. With Parker, Holmes & Co., 600 Atlantic Ave., Boston.

LESLIE PHILLIPS LELAND, 238 Lincoln St., Worcester. Physician and Surgeon. M. D., Boston University School of Medicine, 1909.

RALPH GREARSON LINGLEY, 7 Hadwen Lane, Worcester. City Engineering Department, 33 City Hall.

LEON IRVING MADDEN, 122 Edgewood St., Hartford, Conn. Physician. M. D., Harvard Medical School, 1910.

ALLAN BALCOM MILLER, 32 Westland St., Worcester. With the Worcester Mechanics Savings Bank; Vice-President and Secretary of the Miller Wire Cloth Company, Burgess-Lang Building, Worcester.

CHARLES WINTHROP MILLER (S. S.), Jaffna College, Vaddukaddai, Ceylon, India.

WALTER CORNELIUS MINSCH, Gold Road, Arizona. Engineer with Gold Road Mining Co.

WALDO DISRAELI PARKER, 67 June St., Worcester. Assistant Treasurer of the R. B. Phillips Mfg. Co., Worcester. A. M., University of Michigan, 1909.

EDWARD ALOYSIUS RYAN, 37 Dayton St., Worcester. Lawyer, with Ryan, Ryan & Ryan, Attorneys and Counsellors at Law, State Mutual Building, Worcester. LL. B., Boston University School of Law, 1908.

HARRY SCHUERMANN, Maigasse, 25 IV, Graz, Austria. Opera Singer. A. M., Clark University, 1906. (Last address received).

HERMON LESTER SLOBIN (S. S.), 1514 Brook Ave., S. E., Minneapolis, Minn. Assistant Professor of Mathematics, University of Minnesota. Ph. D., Clark University, 1908. (Last address received).

HOWARD MARTIN SMITH, 72 Washington Place, New York, N. Y. With the Barnes-Ames Company, 105 Produce Exchange.

FREDERICK WILLIAM WALSH. Deceased.

REGINALD LESTER WEBB, 63 Beach Ave., Swampscott. A. M., Clark University, 1906.

HAROLD CLAYTON WINGATE, West Boxford. Principal of the Barker Free Academy.

Graduated with Honor: Allen, Estabrook, Harrington, E. A., Parker. With High Honor: Dessert, Gates, Miller, C. W. With Highest Honor: Bramhall, Cushman, Slobin.

CLASS OF 1906

CHARLES WALTER BACON (S. S.), 2024 F St., N. W., Washington, D. C. Assistant Physiologist, Bureau of Plant Industry, United States Department of Agriculture. A. M., Clark University, 1907; Ph. D., 1911.

FRANCIS MARSH BALDWIN, 806 South Third St., Campaign, Ill. Assistant in Embryology and Anatomy, University of Illinois. A. M., Clark University, 1907.

FERDINAND JOSEPH BELISLE, 72 Portland St., Worcester. Insurance Broker, with Greene & Bates, 405 Main St.

SAMUEL ROBERT COGHLAN, Porterville, Cal. Operating Magnesite Mines.

ALEXANDER ALFRED DAY, 5036 Blackstone Ave., Chicago, Ill. Assistant Professor of Bacteriology, Northwestern University Medical School, Chicago, Ill. M. D., Harvard Medical School, 1911.

WILLIAM WESTON EVANS, Grafton, Vt. Pastor, South Congregational Church. A. M., Yale University.

GEORGE EDWARD GAGE, 27 Sunset Ave., Amherst. Associate Professor of Animal Pathology, Massachusetts Agricultural College. A. M., Yale University, 1907; Ph. D., 1909.

STEPHEN DELANO HADLEY, JR., 28 Werner Park, Rochester, N. Y. Treasurer, D. & H. Mfg. Jewelers, Inc., 200 Monroe Ave. (Last address received).

STEPHEN PERHAM JEWETT, River Crest, Astoria St., New York, N. Y. Psychopathologist, River Crest Sanitarium. M. D., New York Medical College and Flower Hospital, 1910.

HENRY CHASE MARBLE, 28 Commonwealth Ave., Boston. Physician. M. D., Harvard Medical School, 1910.

CARLETON BELL NICKERSON, "Clifton," Arm Bridge, Halifax, Nova Scotia. Instructor in Chemistry, Dalhousie University. A. M., Clark University, 1907.

WILLARD LOUIS OSBORN, 9 Ferdinand St., Worcester. Teacher, Sycamore Street branch, High School of Commerce.

ALBERT JUDSON PECKHAM, 220 Seward Ave., Detroit, Mich. General Commercial Superintendent, Michigan State Telephone Company, 20 Clifford St.

TIMOTHY JOSEPH STEVENSON, 12 Suffield St., Worcester. Teacher, High School of Commerce. A. M., Clark University, 1907.

JERRY MORTIMER WAKEFIELD, 48 James St., Newark, N. J. With the A. A. Wire Company.

Graduated with Honor: Wakefield. With High Honor: Bacon.

CLASS OF 1907

JACOB ASHER (S. S.), 1 Marion Ave., Worcester. Attorney at Law, 542 Slater Building; Special Justice of the Central District Court of Worcester. LL. B., Columbia University, 1910.

ELWIN IRVING BARTLETT, 64 Cherry St., Spencer. Superintendent of Schools, Spencer.

OTTO FERDINAND BOND (S. S.), 3208 Grandview Ave., Austin, Texas. Instructor in Romance Languages, University of Texas. A. M., Ohio State University, 1912.

LEON EDWIN FELTON (S. S.), 163 Mayfield St., Worcester. Attorney, Erskine & Felton, 946 Slater Building. LL. B., Harvard University, 1910.

ALBERT MAX FRIEDMAN, 3 Chapin St., Worcester.

ROLLAND RAWSON GREENWOOD, 7 Hadwen Lane, Worcester. Instructor in English, High School of Commerce. A. M., Clark University, 1908.

ARCHIBALD MOSES HILLMAN, 75 Providence St., Worcester. Attorney at Law, 727 Slater Building. LL. B., Harvard University, 1910.

ROBERT BATES HUNT, 729 Massachusetts Ave., Arlington. Physician. M. D., Harvard Medical School, 1911.

CHARLES HENRY SAFFORD KING, 2550 Ellsworth St., Berkeley, Cal. Assistant in German, University of California.

PAUL MILTON MACKLIN, Grafton. Principal of the High School; Proprietor, Old Point Camp for Boys.

HENRY CARBEE MANN, Woodsville, N. H. Drug Clerk, with E. B. Mann & Co.

GEORGE HAMMOND MIRICK, 11 Oberlin St., Worcester. Attorney, State Mutual Building.

WILLIAM JOHN MONTGOMERY. A. M., Clark University, 1908; Ph. D., 1911. Deceased.

LYMAN BARTLETT PHELPS, Bernardston. Principal, Powers Institute.

CHARLES LYNCH PHILLIPS, Pyeng Yang, Chosen, Japan. Missionary of the Presbyterian Church. (Last address received).

HOWARD LADD QUIMBY, 79 Middle St., Gloucester. Physician.

IWAR SIGURD WESTERBERG (S. S.), 2326 12th Ave., N. Seattle, Wash. Instructor in German, University of Washington. A. M., Harvard University, 1908.

Graduated with Honor: Hillman, Mann, Montgomery, King. With High Honor: Felton, Bond, Phelps. With Highest Honor: Asher, Westerberg.

CLASS OF 1908

REGINALD ROSCOE CHAFFEE, Endeavor, Pa. Forest Engineer with Wheeler and Dusenbury. M. F., Harvard University, 1910.

ERNEST WOODWARD DEAN (S. S.), 2354 Sherbrooke St., Pittsburgh, Pa. Organic Chemist, U. S. Bureau of Mines. A. M., Yale University, 1912; Ph. D., 1914.

LEWIS WINSLOW EVERETT, 13 June St., Worcester. With the Norton Company.

LEROY MARSHALL HANDY, 8 Kimball St., Worcester. Instructor in English and Modern European History, South High School.

WILMOT W. GLIDDEN HASTINGS, 69½ N. 18th St., Portland, Ore. United States Forest Service. M. S. F., University of Michigan, 1910. (Last address received).

EDWARD HUBBARD, Jr., Valley Ranch, New Mexico. Mining Engineer for The Pecos Mines Co., Inc., Valley Ranch, New Mexico.

JOHN HAWLEY LARNED, Asheville School, Asheville, N. C. Master in French, Asheville School.

EARL SPEAR LEWIS, 59 Davis Ave., Auburn, Me. Sub-master and Instructor in History and Economics, Edward Little High School.

JULIAN IRA LINDSAY, 55 Commonwealth Rd., Watertown. Student, Harvard University. A. M., Harvard University, 1910.

WILLIAM LAWRENCE MILLEA (S. S.). Instructor in Obstetrics; Resident Obstetrician, Johns Hopkins University. M. D., Johns Hopkins University, 1912.

OWEN WESLEY MILLS, New Wilmington, Pa. Professor of Biology, Westminster College. A. M., Clark University, 1909.

GEORGE FRANCIS MORIARTY, 120 Austin St., Worcester. Instructor in French and English, Chauncy-Hall School, Boston.

THOMAS FRANCIS POWER, University Club, State College, Pa. Assistant Professor of Physical Chemistry, Pennsylvania State College. A. M., Clark University, 1909.

CARLTON EARL RICHARDSON, Hill Top Y. M. C. A., Mt. Oliver Station, Pittsburgh, Pa. Teacher of English and History, South High School, Pittsburgh. A. M., Clark University, 1909.

ROBERT EVERETT ROCKWOOD, 315 Livingston Hall, Columbia University, New York, N. Y. Department of Romance Languages. A. M., Harvard University, 1915.

CLARENCE DELETTE WRIGHT (S. S.), 1352 Longfellow St., N. W., Washington, D. C. Organic Chemist, Bureau of Chemistry, United States Department of Agriculture. A. M., Clark University, 1909; Ph. D., 1911.

Graduated with Honor: Rockwood. With High Honor: Millea. With Highest Honor: Dean, Wright.

CLASS OF 1909

FRED MCKENZIE ARNOLD, 11 Seaborn St., Dorchester. Editor with Superintendent and Foreman Co., 127 Federal St., Boston.

GEORGE MYRON BARROWS, 59 Pleasant St., Ayer. In the Law Office of Gardner K. Hudson, 410 Main St., Fitchburg. A. M., Clark University, 1910.

ARNOLD AINSLIE BENT, 30 West Broadway, Gardner. S. Bent & Bros., Inc., Chair Manufacturers.

GEORGE DAVIS BIVIN, 5707 Kimbark Ave., Chicago, Ill. Instructor, School of Education, University of Chicago. A. M., Clark University, 1910; Ph. D., 1913.

CLARENCE NORMAN BOYNTON, Box 1328, Phoenix, Ariz. Bacteriologist and Chemist with the Pathological Laboratory, 315 Goodrich Bldg. A. M., Yale University, 1910.

SAMUEL FRANKLIN BUMPUS, 41 Milk St., Newburyport. General Secretary of the Y. M. C. A., 98 State St.

ROLAND PROVOOST CARR, 507 Pleasant St., Worcester. Principal of the Slatersville Grammar School, Slatersville, R. I.

HOWARD ELIAS CHASE, 4 Lyman Terrace, Dorchester. With William H. Claflin & Co., Inc., Wholesale Paper, 332-340 Summer St., Boston.

EDWARD WALTER CLARE, 629 Adams Ave., Scranton, Pa. Assistant Manager, W. T. Grant Co., Scranton, Pa. A. M., Clark University, 1910.

EDWIN LEAVITT CLARKE, (S. S.), Clinton, N. Y. Associate Professor of Sociology and Economics, Hamilton College. A. M., Clark University, 1911; Ph. D., Columbia University, 1916.

CHARLES SAMUEL CURTIS, St. Anthony, Newfoundland. M. D., Harvard Medical School, 1913.

CLARENCE OLIVER DAVIS, 89 St. James Ave., Boston, Mass. With the Standard Plate Glass Company, 30 Sudbury St., Boston.

GLENN MERRILL DAVIS (S. S.), 69 North Pine Ave., Albany, N. Y. Head of French Department, High School.

HOWARD KIRKBRIDE DILTS (S. S.), Somerville, N. J. Principal of the Somerville Public High School.

WALTER SEWARD FOLEY, 5519 Broomall Ave., Philadelphia, Pa. Instructor, Philadelphia Trades School. A. M., Clark University, 1910.

CHARLES WESLEY GRACE. Deceased.

JOHN LEROY HUGHES, Storrs, Conn. Instructor of Chemistry, Connecticut Agricultural College. A. M., Clark University, 1910.

ARTHUR WILDER KALLOM (S. S.), 19 Ossipee Rd. Somerville. Teacher in the Boston Schools. A. M., Clark University, 1910.

KARL JOHAN KARLSON, 6 Wyman St., Worcester. Lecturer in Philosophy, Clark University. A. M., Clark University, 1910; Ph. D., 1912.

CHARLES LAWLER KELLEY, 292 Jefferson Ave., Brooklyn, N. Y. Instructor of Science, High School. A. M., Harvard University, 1916.

B. WOODWARD LAMPHEAR, Bryant Hall, Meriden, N. H. Instructor in History and Master of Bryant Hall, Kimball Union Academy.

HARVEY KENT LESURE, 5602 Stewart St., Philadelphia, Pa. Foreman, Transmission Lines and Substations, Pennsylvania Railroad, 32nd and Market Sts., Philadelphia.

CLINTON NICHOLS MACKINNON, Athens, Ohio. Assistant Professor of English, Ohio University. A. M., Yale University, 1911.

ASHLEY ROBERT NAGLE, 88 Chatham St., Worcester. Teacher, Groton School, Groton.

LESTER SILAS PARKER (S. S.), 45 E. Division St., Chicago, Ill. Teacher, Lane Technical High School.

THOMAS LEON PATTERSON, 131 Beverly St., Kingston, Ontario, Can. Assistant Professor of Physiology, Queen's University, Medical Faculty. A. M., Kansas City University, 1911; M. Sc., University of Chicago, 1915.

WILLIAM FREDERICK PHELAN, 17 Merrick St., Worcester. (Last address received).

CLARENCE PROUTY SHEDD (S. S.), 7 Appleton St., Watertown. State Student Secretary, Y. M. C. A., of Massachusetts and Rhode Island, 167 Tremont St., Boston. A. M., Clark University, 1914.

THOMAS WILLIAM A. SHEEHAN, Orono, Me. Instructor in English, University of Maine. A. M., Pennsylvania State College, 1915.

NICHOLAS ARTHUR CLARKE SMITH (S. S.), 7 Lowell St., Worcester. Chemist, E. A. Buck Co., Oil Dealers.

EDMUND DAVID STYLES, Oakdale. With the Graton & Knight Mfg. Co., Worcester.

Graduated with Honor: Davis, Dilts, Parker, Shedd. With High Honor: Clarke. With Highest Honor: Kallom, Smith.

CLASS OF 1910

RALPH WESLEY BALDWIN, 156 Wetlendorf Ave., Youngstown, Ohio. Research Chemist, Republic Rubber Company.

BYRON WINFRED BARKER, Findley Lake, N. Y. Principal of the High School.

JOSEPH PUTNAM CROSS, Huntington. Drug clerk.

HAROLD JAMES CUTLER, 10946 125th St., Edmonton, Alta., Can. Dentist, No. 22 Bank of B. N. A. Bldg. D. M. D., Harvard Dental School, 1915.

HENRY ABBOTT DODGE, 63 Elm St., Greenfield. Lawyer, 3 Bank Row. LL. B., Boston University, 1913.

EDWARD JOHN DOLAN, 21 Massasoit St., Northampton. Instructor in the High School.

PHILIP STONE DONNELL, 430 W. 122nd St., New York, N. Y. Electrical Engineer, with the Western Electric Company, 463 West St. M. E. E., Harvard Graduate School of Applied Science, 1915.

PERLIE PETER FALLON, 2821 Briggs Ave., New York, N. Y. Lawyer, 165 Broadway. LL. B., Columbia University, 1913.

WILLIAM JAMES FAY, 137 High St., Hartford, Conn. Physician, Hartford City Hospital. M. D., Harvard University, 1914.

HAROLD LUTHER FENNER, 19 Wetherell St., Worcester. Teacher of History, High School of Commerce.

ROLLO FRANCIS FLETCHER, Howe, Ind. Head of the Department of French and Spanish at the Howe School.

JAMES KELLY FOSTER (S. S.), 142 Henry St., Brooklyn, N. Y. Attorney. LL. B., Albany Law School, Union University, 1913.

HAROLD FRANCIS FULLER, 11 Nye Ave., Newark, N. J. Teacher of Mathematics, Boys' Vocational School. A. M., Clark University, 1911.

HENRY SYLVESTER HASKINS (S. S.), 11 Stevens Rd, Melrose Highlands. Secretary, Massachusetts Peace Society, 101-102 Pemberton Building, Boston.

GEORGE DAVID HEARN, 22 Ridgewood Ave., Holyoke. Instructor in Botany and General Science, Holyoke High School, Supervisor of the School Gardens, Holyoke.

IRVING ARLINGTON HINKLEY, Principal, Groveton High School, Groveton, N. H. A. M., Clark University, 1911.

HOWARD ALGERNON HOLT, 30 Pine St., Peterborough, N. H.

ROY FRANCIS HOWES (S. S.), 219 Ramona St., Palo Alto, Cal. Law Student. A. M., Leland Stanford, Jr. University, 1912.

GORDON ALBERT HUBLEY, 4 Rockport Rd., Worcester. Waste Products Co., 134 Exchange St.

JOSEPH STEVENS KADESCH, 225 Spring St., Brockton. Sub-master and Head of the English Department in the Brockton High School.

ISRAEL LURIER, 54 Providence St., Worcester. Physician. M. D., Harvard Medical School, 1914.

ROBERT HENRY LUTHER, 246 Salisbury St., Worcester. Music.

GEORGE WILLIAM MACKAY, Tamsui, Formosa, Japan. Teacher. A. M., Clark University, 1911.

DANIEL JOSEPH MARSHALL, 61 Prospect St., Worcester. Real Estate and Insurance Broker, Room 827, Slater Building.

JOHN EDWARD MILLEA, 18 Freeman St., Arlington. Efficiency Engineer with the Simplex Electrical Heating Company, Cambridge. M. B. A., Harvard University, 1914.

ACHILLES HENRY MONAT, 106 W. Superior St., Duluth, Minn. Proprietor, Walk-Over Boot Shop.

CURTIS HUGH MORROW, 14 Chadwick St., Worcester. Assistant Librarian, American Antiquarian Society; Pastor of the Jamesville Baptist Church since 1910. A. M., Clark University, 1911.

DONALD PERLEY. Deceased.

WALLACE FRANK POWERS (S. S.), 648 South St., Roslindale. Instructor in Physics, Simmons College. A. M., Clark University, 1911; Ph. D., 1914.

FLOYD ABNER RAMSDELL, 11 Dover St., Worcester. Sales Manager, Lincoln & Parker Co., 390 Main St.

WARREN MCKENDREE RASELY, 195 Lexington Ave., Cambridge. With the Worcester County Institution for Savings, 365 Main St., Worcester.

DANIEL JOHN READEY, Camp Santalon, Commanding Officer's Quarters, Pasig, Rezal, P. I. First Lieutenant, Philippine Constabulary.

ALLAN GALE RICE, 9 Isabella St., Worcester. Teacher of History in the Classical High School. A. M., Clark University, 1913.

CARROLL WARD ROBINSON, 77 Beech Ave., Melrose. Head of the English Department, Melrose High School.

ROGER WILLIAM SCHOFIELD (S. S.), 80 Apricot St., Worcester. Physician, 1171 Main St. M. D., Harvard Medical School, 1914.

OTIS CHAFFIN SHELDON, 181 Division St., Schenectady, N. Y. In the Engineering Department, American Locomotive Company.

ROBERT LUTHER SIBLEY, Assistant Professor of Chemistry, University of Akron, Akron, O. A. M., Clark University, 1911.

HORACE KENNEDY SOWLES, Surgical House Officer, Massachusetts General Hospital. M. D., Harvard Medical School, 1915.

HAROLD FREDERIC STIMSON, 3430 Albemarle St., Chevy Chase. D. C. Assistant Physicist, Bureau of Standards, Washington. A. M., Clark University, 1911; Ph. D., 1915.

HUBERT EMERSON STODDARD, East Brookfield. Wholesale Market Gardening.

ROBERT JAMES STREETER (S. S.), 4 Beech St., Framingham. Head of the History Department in the High School. A. M., Clark University, 1912.

ARTHUR CORBIN TAFT, Oxford. With the Norton Co., Worcester.

HORATIO WINFIELD THOMAS, Keeseville, N. Y. Attorney at Law. LL. B., Albany Law School, 1912.

PHILIP DANIELS WESSON (S. S.), 15 So. Lenox St., Worcester. Lawyer, 501 Park Bldg., Worcester. LL. B., Harvard Law School, 1914.

LUCIUS BRIGHAM WHEELER, 64 Mt. Vernon St., Boston. With the Dennison Manufacturing Co., 26 Franklin St., Boston.

RALPH HATHEWAY WHITE (S. S.), Teacher of Physics in the High School, Camden, N. J. A. M., Clark University, 1911.

ROBERT MORSE WOODBURY (S. S.), 1420 Ohio St., University Club, Lawrence, Kansas. Assistant Professor of Economics, University of Kansas. A. M., Clark University, 1912; Ph. D., Cornell University, 1915.

Graduated with Honor: Fuller, Haskins, Schofield. With High Honor: Foster, Howes, Streeter, Wesson, White. With Highest Honor: Powers, Woodbury.

CLASS OF 1911

Degree conferred on Founder's Day, 1911

HERBERT GAMMONS, Cornwall-on-Hudson, N. Y. Teacher in the Stone School. (Last address received).

ERNEST LUDWIG ANDERSON, 7 Westminster St., Worcester. Lawyer, 340 Main St., Worcester.

DAVID JAMES ARNOLD, 153 Dodge Ave., Akron, Ohio. Chemist with the Miller Rubber Company.

RAY DEARBORN ARNOLD, 827 Asylum Ave., Hartford, Conn. Teacher of French and Spanish, Public High School.

DOUGLAS BASNETT, 25 W. 51st St., New York, N. Y. With Supplee Biddle Hardware Company, 30 Church St.

GARDNER CHENEY BASSET (S. S.), 6831 Reynolds St., Pittsburgh, Pa. Assistant Professor of Educational Psychology and Director of the Psychological Clinic, University of Pittsburgh. Ph. D., Johns Hopkins University, 1913. (Last address received).

GLENN ROMEYNE BENNETT (S. S.), Clifford, Pa. Teacher of Mathematics and Science in the Columbia Grammar School, 7 W. 93rd St.

CHARLES FRANCIS BOYLE, 70 Hamilton St., Worcester. Lawyer. LL. B., Boston University School of Law, 1914.

HERMAN EVERETT BROWN, 5720 15th Ave., N. E., Seattle, Wash. Teaching Fellow in European History, in the University of Washington.

JOHN FRANCIS BUTLER, 1930 Pennsylvania Ave., N. W., Washington, D. C. With the Bureau of Commerce. (Last address received).

ALLAN LORAIN CARTER, 31 South College St., Athens, Ohio. Assistant Professor of German, Ohio University. A. M., Northwestern University, 1913.

FRED WINFRED CHAPLIN, 319 Lovell St., Worcester. Principal of Seymour Smith Academy, Pine Plains, N. Y. A. M., Clark University, 1913.

WALLACE STREETER CHILSON (S. S.). A. M., Columbia University, 1912. Deceased.

FRANK HOWARD CLANCEY, 18 Winslow St., Worcester. Actor, with the Company of Mr. Robert B. Mantell.

GEORGE ELLSWORTH THOMAS COLE, 83 Union St., Watertown. Superintendent, Harvard Co-operative Society, Cambridge.

WILLIAM ROBERT COOK, 53 Bonn Place, Weehawken, N. J. Head of Science Department, Union High School, Union Hill, N. J.

STANLEY WALKER CUMMINGS, Deerfield. Assistant Principal, Deerfield Academy and Dickinson High School.

JOSEPH FEINGOLD, 58 Providence St., Worcester. Student in the Harvard Law School. A. M., Columbia University, 1912.

SAMUEL WINFIELD HIRSCH, 9 Pelham St., Worcester. Teacher, Sycamore Street Branch, High School of Commerce. A. M., Clark University, 1912.

HARRY LOUIS JACKSON, 4557 Prairie Ave., Chicago, Ill. A. M., Clark University, 1912.

REUBEN KAUFMAN, 3940 Girard Ave., Philadelphia, Pa. Rabbi, Congregation Tifereth Israel. A. M., Columbia University, 1912; Rabbi, Jewish Theological Seminary.

ROBERT KIRKPATRICK, 44 Grove Park, Denmark Hill, London, S. E., Eng. Captain and Quartermaster on Staff of A. D. M. S., Canadians, London. M. Sc., McGill University, 1913.

EDMUND RANDOLPH LAINE, JR., 304 Union St., Springfield. Minister of St. Andrew's Episcopal Church, Ludlow; Literary Critic on the Staff of the "Springfield Republican." Graduate of the General Theological Seminary, 1914.

ROBERT HERBERT LOOMIS, 102 Lake View Ave., Cambridge. Graduate Student, and Tutor in History, Government and Economics, Harvard University.

ROY STANLEY MELVIN, 28 Hopkins St., Hartford, Conn. With the *Hartford Courant*.

ALBERT FREDERICK NORRIS, 24 Princeton St., Worcester. Teacher, High School of Commerce.

JOHN WILLIAM OAKES, JR., 161 Institute Rd., Worcester. Instructor, High School of Commerce.

FRANK WILLIAMS PETERS, 21 West Cedar St., Boston. With Dennison Mfg. Co., 26 Franklin St., Boston.

HAROLD ANDRUS PRESTON, 91 West Highland Ave., Melrose Highlands. Scientific Assistant with the U. S. Department of Agriculture, Bureau of Entomology, Gipsy Moth Laboratory.

ARTHUR REMI RACINE, 111 June St., Fall River. Teacher of French, Durfee High School, Fall River.

CHARLES WEBSTER ST. JOHN (S. S.), Rio Piedras, Porto Rico. Professor of Psychology, University of Porto Rico. A. M., Clark University, 1912.

WILLIAM KENDRICK SCHWAB, 1023 Oakland Ave., Milwaukee, Wis. Head of the Department of History in the German-English Academy, and Assistant in History and Civics in the German-American Teachers' Seminary. A. M., Clark University, 1912.

HUBERT CLINTON THOMPSON, 31 Belmont Ave., Haverhill. Lawyer, Haverhill.

KHALIL ABDULLAH TOTAH, Central Village. Preaching. A. M., Columbia University, 1912.

BERTRAM TOURVILLE, Deep River, Conn. Principal of the High School.

JAMES HENRY WALSH, JR., 68 Arlington St., Leominster. Attorney at Law, with the firm of David I. and Thomas L. Walsh, Park Building, Fitchburg. LL. B., Boston University Law School, 1913.

ERNEST HARL WHITE, 500 W. Fourth St., Argenta, Ark. Principal, Argenta High School. M. S., University of Chicago, 1915.

Graduated with High Honor: Bennett, Chilson. With Highest Honor: Basset.

CLASS OF 1912

Degree conferred on Founder's Day, 1912

ROBERT ARNOLD WHITING, 367 Castle Heights, Geneva, N. Y. With United States Lens Co.

FORREST EVERETT ALEXANDER, 754 Pleasant St., Worcester. With the Graton & Knight Manufacturing Co.

HAROLD BRADFORD ATWOOD, Danielson, Conn. Secretary of the Williamsville Buff Manufacturing Co., and Manager of the School Street Garage.

EARLE WINSLOW BATTLES (S. S.), 58 Prospect St., Marblehead. Teacher of Science, Marblehead High School.

EUGENE SIMEON BELISLE, Grand Hôtel du Levant, 18 rue de la Harpe, Paris, France. Specializing at Necker Hospital, Paris, in Genito-Urinary Surgery. M. D., University of Montpellier, 1916.

SAMUEL FLAGG BEMIS (S. S.), Buckman, Sante Fe Co., New Mexico. A. M., Clark University, 1913; A. M., Harvard University, 1915; Ph. D., Harvard University, 1916.

LAWRENCE WHITNEY BRIGHAM, 55 May St., Worcester. Instructor of History, North High School, Worcester. A. M., Clark University, 1913.

ARTHUR WILLIAM BURT, 95 Spring St., Windsor Locks, Conn. Teacher of French in the High School, Hartford, Conn.

WALTER GUY BUTLER, 69 Court St., Newtonville. Assistant Principal of the Stearns School, and Director of the Stearns Playground, Newton. A. M., Clark University, 1914.

ROBERT RADCLYFFE CARMICHAEL, Blackington. Missionary, St. Andrew's Chapel. B. D., Episcopal Theological School, 1915.

PAUL LIPPITT CODY, 32 Winter St., Gardner. With the L. B. Ramsdell Co.

CHARLES HENRY CUMMINGS, 62 Avon Place, Springfield. Teacher of English, High School of Commerce. A. M., Clark University, 1913.

LEO HENRY DAWSON, Medfield. A. M., Clark University, 1914.

ROY FLOYD DIBBLE (S. S.), 615 Livingston Hall, Columbia University, New York, N. Y. Instructor in English at Columbia University.

ALLAN DICKIE, 553 E. Main St., Meriden, Conn. Instructor in Spanish and History, High School. A. M., Clark University, 1914.

RAYMOND AUGUSTINE DUNPHY. Chemist in the British American Chemical Co., 52 Vanderbilt Ave., New York, N. Y. A. M., Clark University, 1913; Ph. D., University of Pittsburgh, 1915.

JOHN FRANCIS DWYER. In care of the Stevenson Corporation, Buffalo, N. Y. Efficiency Engineer with the Stevenson Corporation of Buffalo, N. Y., and Chicago, Ill.

FLOY HILL FRAME (S. S.), Rolla, Mo. Instructor in Physics at the Missouri School of Mines.

HARDING WOODS GAYLORD (S. S.), Mt. Hermon. Teacher of English in Mount Hermon Boys' School.

HENRY RANDALL GODFREY, 25 Highland St., Gardner. With G. R. Godfrey, 14-18 Pearl St., Gardner.

RALPH HERBERT HANKINS, 160 Broad St., Providence, R. I. Dentist, 56 Snow St. D. D. S., University of Pennsylvania, 1916.

GORDON WALKER HERDMAN, 131 Fair Oaks Park, Needham. Financial Department, *Boston Herald*.

JOHN RAYMOND HIGGINS, Woonsocket, R. I. Attorney. Member of the General Assembly of Rhode Island; Chairman of the Public Institutions Committee.

HENRY JACOBSON, Durham Center, Conn. Pastor of the Durham M. E. Church, and teacher in the Durham High School. A. M., Clark University, 1913.

CARL JOHNSON, 9 Falmouth St., Worcester. Teacher North High School.

WARD LAMB JOHNSON, Concord. Head of the Upper School, Mill Brook School.

RALPH GUY KIMBALL, 865 Orange St., New Haven, Conn. Chemist with the Winchester Repeating Arms Co., New Haven, Conn.

JOHN REDMOND KIRBY, 147a Spring St., Portland, Me. Vice-President and Treasurer of the Portland Roofing Company.

ZORA KLAIN, 417 E. Beaver Ave., State College, Pa. Instructor in German, State College.

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JOHN ROBINSON MCCURDY, Apartment 52, 430 W. 122 St., New York, N. Y. Graduate Secretary of the Intercollegiate Y. M. C. A., 2929 Broadway.

LELAND CHARLES MAYNARD (S. S.), South Berlin. Farmer.

DOUGLAS FULLER MINER (S. S.), 15 June St., Worcester. Graduate Assistant to Prof. H. B. Smith, Worcester Polytechnic Institute. B. S., Worcester Polytechnic Institute, 1915.

HAROLD ARTHUR MORTON (S.S.). Research Chemist in the Mellon Institute, University of Pittsburgh, Pittsburgh, Pa. A. M., Clark University, 1913; Ph. D., University of Pittsburgh, 1915.

FRANK THORWALD OBERG, 6 Adolph St., Worcester. Physician, Worcester City Hospital. M. D., Harvard University, 1916.

PAUL ALEXANDER OEHME, 22 Milton St., Worcester. Teacher of German, High School of Commerce.

JOHN LAIMBEER PECKHAM (S. S.), 215 Main St., Spencer. Student, General Theological Seminary and Union Theological Seminary; Dean's Scholar, Teachers' College, Columbia University. A. M., Pennsylvania State College, 1915.

LOUIS JOSEPH PELTIER, East Douglas. Principal of the High School.

HAROLD FISHER PIERCE, 17 Ivy St., Boston. Teaching Fellow in Physiology, Harvard Medical School.

FRANK RUSSELL POWERS, 69 Temple Ave., Winthrop Highlands. Teaching in the High School, Plymouth, N. H. (Last address received).

EDWARD TABOR RADLEY, 409 West Fifth St., Argenta, Ark. Principal of the W. C. Faucette School.

HIRAM NEWTON RASELY, 238 Lincoln St., Worcester. Correspondence Supervisor, Norton Company.

CHARLES HAROLD RISLEY, Rutland. Principal of the High School.

KENT LINCOLN SANBORN, 13 Gardner St., Nantucket. Assistant Principal of the High School.

ISRAEL JOSHUA SARASOHN (S. S.), 604 State St., Natchez, Miss. Rabbi. A. M., University of Cincinnati, 1914; Rabbi, Hebrew Union College, 1916.

JEREMIAH SHEEHAN, 1480 Elm St., Manchester, N. H. Teacher in the High School.

JOHN ALOYSIUS SMITH (S. S.), 65 Vernon St., Worcester. Sales Agent, Hood Rubber Co., Boston. M. B. A., Harvard Graduate School of Business Administration, 1914.

MILTON MYERS SMITH (S. S.), 615 Livingston Hall, Columbia University, New York, N. Y. Teacher of English in the Horace Mann School.

RUSSELL BATCHELLER STODDARD, 27 Nesmith St., Lowell. Instructor in Organic Chemistry, Lowell Textile School.

ARNOLD PARKER STURTEVANT (S. S.), 1821 Adams Mill Rd. Washington, D. C. Specialist in Bacteriology of Bee Diseases, Department of Agriculture, Bureau of Entomology.

PHILLIPE ARMAND TETRAULT, Biology Building, Purdue University, W. Lafayette, Ind. Instructor in Biology and Bacteriology, Purdue University. M. S., Purdue University, 1914.

RALPH HOYT THAYER, 53 Tsukiji, Tokyo, Japan. Teacher of English, St. Paul's College, Tokyo, Japan.

RALPH VALENTINE TOWNE, New Milford, Conn. Assistant Principal and Teacher in the High School.

RALPH HUBERT TWINING, 117 E. Ridge St., Marquette, Mich. In the Chemical Department, Cleveland Cliffs Iron Company. M. S., Hobart College, 1915.

LEWIS CLARKSON TYREE. Student in the Boston University Law School. Address, 70 Journal Building, 262 Washington St., Boston, in care of Walter Foster, Attorney at Law.

FRANK ALFRED WALKER, 35 Benefit St., Worcester. Purchasing Department, Norton Grinding Company.

JAHAAZAH SHAW WEBB, 1719 Breedy St., Davenport, Iowa. Specialty Salesman; also Student at the Palmer School of Chiropractic.

RAYMOND HOLDER WHEELER (S. S.), 921 Hilyard St., Eugene, Oregon. Instructor in Psychology, University of Oregon. A. M., Clark University, 1913; Ph. D., 1915.

WARREN CLIFFORD WHITMAN, 76 Hillsdale Rd., Medford Hillside. Manufacturing Chemist, H. A. Johnson Company, 221 State St., Boston. S. B., Massachusetts Institute of Technology, 1915.

ARTHUR CLIFFORD WINSLOW, Weare, N. H. With the Weare Telephone Company.

Graduated with Honor: Bemis, Frame, Johnson, C., Morton, Sarasohn, Smith, J. A., Sturtevant. With High Honor: Dibble, Gaylord, Miner, Smith, M. M., Wheeler. With Highest Honor: Maynard, Peckham.

CLASS OF 1913

Degrees conferred on Founder's Day, 1913

WILLIAM BASSETT ELWELL, 333 York St., New Haven, Conn. Instructor in Latin and English, High School, New Haven, Conn.

TETSUTARO NAKANISHI, 5 Higashi-maruta-machi, Kyoto, Japan. With Cassella Senryo Kaisha, Koraibashi 3 chome, Osaka. (P. O. Box 33). (Last address received).

FRANK LESTER ADAMS, 215 College St., Lewiston, Maine. Secretary and Manager of the Dickey Belting Company.

ADOLPH ANSELM. Traveling for the Michigan State Telephone Company, Detroit.

HERMAN HISKIAS APPLIEDORN, JR., 509 Laurel Ave., Bridgeport, Conn. Master in Modern Languages in the University School, Bridgeport, Conn.

LAWRENCE AUGUSTUS AVERILL (S. S.), 5 Rupert St., Worcester. Head of the Department in Psychology, Hygiene and History of Education, Massachusetts State Normal School, Worcester. A. M., Clark University, 1914; Ph. D., 1915.

WALTER LEARNED BECKWITH, South Lee. Clergyman; Curate of the Chapel of the Good Shepherd, South Lee, and of St. Paul's Parish, Stockbridge. B. D., Episcopal Theological School, Cambridge, 1916.

HENRY EHLEN BERGER, JR., 482 Worcester St., Wellesley Hills. Director and Agent of the Cooperating Boards of Health.

WALTER HENRY BOIREAU. With Swift and Company, Denver, Col.

PAUL LLEWELLYN BOYCE, 519 W. 124th St., New York, N. Y. Practising law at 62 William St. LL. B., Columbia University, 1916.

THOMAS ISAACS BROWN, Atlanta University, Atlanta, Ga. A. M., Clark University, 1914.

PAUL EDWARDS CARRUTHERS, 7½ Loudon St., Worcester. With the Provident Life and Trust Company, Room 420 Slater Building, Worcester.

PENG CHUN CHANG, Nan Kai College, Tientsin, China. Teacher.

EDWARD PREST CHESTER, 242 Lexington Ave., Cambridge. Head of the Department of Electricity, Rindge Technical School.

HAROLD CURRY COCHRAN, 1010 Massachusetts Ave., Cambridge. With The George Close Company.

CHARLES EVERETT COYNE, 250 Maple St., Holyoke. Secretary, Chamber of Commerce.

LEO GILBERT CUMMINGS, Stratford, Conn. Science Teacher, High School. A. M., Wesleyan University, 1915.

LOREY CLIFFORD DAY (S. S.), North West St., Waynesburg, Pa. Professor of Psychology and Education, Waynesburg College. A. M., Clark University, 1916.

SUMNER CARROLL GAGE (S. S.), 93 East Main St., Marlboro. Undertaker and Embalmer with the firm of F. L. & S. C. Gage. 10 Cotting Ave.

RAY LINWOOD GAY, 4 Lexington St., Framingham. With the Dennison Manufacturing Company.

CARROLL NEWMAN GIBNEY (S. S.). Head of the English work in the Marquand School, 55 Hanson Pl., Brooklyn, N. Y. A. M., Clark University, 1916.

DAVIS ERASTUS HILL, Morrisville, Madison County, N. Y. Instructor in Chemistry and Director of Athletics in the State School of Agriculture.

WILLIAM OSCAR HORNE, 128 Stanley St., Fall River. English Instructor in the B. M. C. Durfee High School.

FRANK LESLIE JOHNSON, "The Stevenson," 20 Davenport Ave., Detroit, Mich. District Traffic Chief, with the Michigan State Telephone Co.

LESTER CASWELL LEACH, 19 Beech St., Framingham. Color Chemist, Dennison Manufacturing Company.

JOHN LUND, Lanier Home School, Eliot, Maine. Principal, Lanier Home School. A. M., Columbia University, 1914.

ROBERT NELSON MOLT, Millbury. Lawyer, with Winfred Whiting, 626 Slater Bldg., Worcester. LL. B., Boston University.

WILLIAM THOMAS MORAN, Sao Paulo, Brazil. With the Foreign Exchange Department, National City Bank, 55 Wall St., New York, N. Y.

JOSEPH NATHAN NATHANSON, Main St., Berlin, N. H. Instructor in Science, Berlin High School.

SIDNEY STEVENS NEGUS, 24 Carver St., Cambridge. Scholar in Chemistry, Harvard Graduate School of Arts and Sciences, Assistant in Organic Chemistry, Harvard College.

HERMAN CLAUS NORDENHOLT. Secretary to the Nordenholt Corporation, 81 New St., New York, N. Y.

CLINTON BEDFORD OGILVIE, Central Ave., Woodbury Heights, N. J. Chemist with E. I. Du Pont DeMours Company, Gibbstown, N. J. M. S., Wesleyan University, 1915.

AARON PAUL PRATT, York Village, Maine. Health Officer, York Health Department. C. P. H., Harvard University and the Massachusetts Institute of Technology.

SAMUEL RESNIK, 3 Clarkson St., Worcester. Student in the Harvard Law School; at present on leave of absence.

ELON G. SARGENT, Baguio, Philippine Islands. Master Baguio School.

FRANK LESLIE SAWYER, 115 Elmwood Ave., Buffalo, N. Y. Bacteriologist, with the Queen City Dairy Co.

WILLIAM RODERICK SHERMAN, Buena Vista College. Storm Lake, Iowa. Professor of History and Economics. A. M., Clark University, 1914.

WILLIAM HALE STAEBNER, 137 E. High St., Lexington, Ky. Teacher in the University of Kentucky.

JAMES FRANCIS SWEENEY, Millbury. Lawyer, with the Fire and Liability Insurance Co. LL. B., Boston University.

WILSON WILLIAM THOMAS, 192 Vernon St., Worcester. With the American Steel and Wire Company.

EARL WENTWORTH THOMSON, Medbery Hall, Hobart College, Geneva, N. Y. Assistant Professor of Mathematics and Physics, Hobart College. A. M., Dartmouth College, 1915.

IRVING JOSEPH TOWNSEND, 31 Clarendon St., Springfield. Teacher of History and Economics, High School of Commerce.

CARL MILTON WHITE, Wellfleet. Principal of the High School. A. M., Clark University, 1915.

Graduated with Honor: Gage, Gibney. With High Honor: Day. With Highest Honor: Averill.

CLASS OF 1914

Degrees conferred on Founder's Day, 1914

ROLAND JAMES GODFREY, 3963 Delmar Blvd., St. Louis, Mo. Travelling for Swift and Co., Dressed Beef Plant, St. Louis, Mo.

THOMAS ROBERT HENRY, Sterling. (Address last given).

HUGO PERCIVAL KARLSON, 114 Pleasant St., Orange. Teacher in the Academy, Frankestown, N. H.

WILLIAM CLAUDE BESSELIEVRE (S. S.), 122 Campfield Ave., Hartford, Conn. Assistant Pastor, Asylum Hill Congregational Church; also studying in the Theological Seminary.

ROGER EMERSON BROOKS, 1 Nelson Place, Worcester. Farmer.

ROBERT HAMILTON CANNON, 21 John St., Worcester. With the Norton Company, Worcester.

CLIFFORD ZENAS CHRISTOPHER (S. S.), Hadley. Master of Mathematics and Physics, The Brooks School for Boys, Indianapolis, Ind.

EARL RICHARDSON KNAPP DANIELS (S. S.), 1502 Fourth St., Charleston, Ill. Teacher of English, Eastern Illinois State Normal School.

EDWARD HENRY DARBY, 5 Holland Rd. Worcester. Fellow in Chemistry, Clark University. A. M., Clark University, 1915.

EARLE RAYMOND EDSON, 204 Robinson St., Pittsburgh, Pa. Fellow in Chemistry, Mellon Institute.

ROBERT ADAMS EDSON, 204 Robinson St., Pittsburgh, Pa. Fellow in Chemistry, Mellon Institute.

EARNEST EDWARD EELLS, 203 Hodge Hall, Princeton, N. J. Student in Princeton Theological Seminary and Princeton University Graduate School.

RALPH WARNER ELLIS, 316 Huntington Ave., Boston. Student, Harvard Medical School.

FREDERICK AZEL FENTON, 244 W. 10th St., Columbus, Ohio. Fellow in Entomology, Ohio State University. M. S., University of Wisconsin, 1915.

HAROLD ALLEN FERGUSON, 7 E. Dayton St., Ridgewood, N. J. Teacher in the High School. A. M., Clark University, 1916.

HARDY HAUGHRAN GORDON. With Laurence & Co., 24-26 Thomas St., New York, N. Y. M. B. A., School of Business Administration, Harvard University, 1916.

HOWARD WHIPPLE GREEN, 300 Washington St., Elyria, Ohio. With H. Koppers Company of Pittsburgh, Pa., on construction work at Lorain, Ohio. S. B., Harvard University and Massachusetts Institute of Technology, 1916.

OLIVER MILLS HAYDEN, Windsor, Conn. With the Hartford Accident and Indemnity Company, 125 Trumbull St., Hartford.

CHARLES WARD JOHNSON, 72 Cypress St., Brookline. Student, Boston University School of Law.

MICHAEL MARCUS KILEY, 333 York St., New Haven, Conn. Teacher of Science in the High School.

GUSTAF ALBERT LUNDGREN (S. S.), 22 Maxwell St., Worcester.

WILLIAM GEORGE MACLAREN, 6461 University Ave., Chicago, Ill. Creditman, Swift & Co., Union Stock Yards, Chicago, Ill.

ARTHUR WADE MURDOCK, 4642 Indiana Ave., Chicago, Ill. With the B. F. Goodrich Co., Akron, Ohio. Western Sales Representative for Hard Rubber Line.

JOHN CORNELIUS O'BRIEN (S. S.), 35 Johnson St., Ansonia, Conn. Teacher in the High School. A. M., Clark University, 1915.

JOHN PATRICK O'DAY (S. S.), 7 Proctor St., Worcester. Stenographer with the District Police, Worcester.

JUSTIN EVERETT O'KEEFE. Deceased.

GUSTAV KIELLAND OXHOLM, 139 East 29th St., New York, N. Y. Student, Cornell Medical School.

CHARLES CONRAD PARKER, 6 Harlow St., Worcester. General Insurance with A. C. Munroe & Ingraham.

EVERETT RUSSELL PHELPS, 907 Monroe St., Ann Arbor, Mich. Graduate Student, University of Michigan.

MALCOLM NEVIL PILSWORTH, 9 Kimball St., Worcester. Student, Harvard Law School.

EUGENE WASHBURN ROARK (S. S.), 139 W. Gilman St., Madison, Wis. Assistant and Graduate Student in Plant Pathology, University of Wisconsin. M. S., University of Wisconsin, 1915.

EDWARD LOUIS SAISSSELIN, Fulton, N. Y. In the Produce Business.

JOSEPH WILLIAM SAVAGE, Dansalan, Lanao, P. I. Principal of the Lunbatan Agricultural School.

CHARLES BUNSEN SHAW, Orono, Maine. Instructor in English, University of Maine. A. M., Clark University, 1915.

BENJAMIN FRANKLIN SMITH, Blair Academy, Blairstown, N. J.

RAYMOND MANLEY SMITH, 116 So. Ave., Mariner's Harbor, Staten Island, N. Y. Chemist with Procter & Gamble Mfg. Co., Port Ivory, Staten Island, N. Y.

LELAND STANFORD SPROUL, 20 Runnells St., Portland, Maine. Teacher in the Deering High School, Portland.

DONALD REED TAFT (S. S.), 5420 Howe St., Pittsburgh, Pa. Assistant Secretary and Acting Registrar, Carnegie Institute of Technology. A. M., Columbia University, 1915.

JOSEPH TALAMO, 15 Chesterfield Rd., Worcester. Student, Harvard Law School. A. M., Clark University, 1915.

ROLFE HENRY TALBOT, 442 Ninth St., Niagara Falls, N. Y. Boys' Work Secretary, Y. M. C. A.

THOMAS GORDON THOMPSON, 5212 18th Ave., N. E., Seattle, Wash. Teaching Fellow in Chemistry, University of Washington. M. S., University of Washington, 1915.

FRANK LESTER TRAFTON, Hampstead, N. H. Principal of the High School.

FRANK ELIAKIM TUPPER, Princeton, Me. Assistant in the High School.

JOHN THOMAS WARD, 65 Downing St., Worcester. Fellow in Chemistry, Clark University.

ARTHUR E. WOODHEAD, 1012 Vine St., Connellsville, Pa. Professor of Biology in the High School.

Graduated with Honor: Besselievre, Daniels, Lundgren. With High Honor: O'Day. With Highest Honor: Taft.

CLASS OF 1915

Degrees conferred on Founder's Day, 1915

ANTHONY MARIUS CHAMP, 7 Moraine St., Brockton. Male Nurse, Boston City Hospital.

ARTHUR EVANS DAVIS, Brownville, Maine. In the lumber business. (Last word received).

HARRY ALBERT, 88 Spring St., Springfield. With the Engineer of Works, Department of the Westinghouse Company, Chicopee Falls.

EDWIN EUGENE ALDRIN, 18 Tallawanda Drive, Worcester. Graduate student at the Massachusetts Institute of Technology, Cambridge.

RALPH SPAULDING BARTLETT, 601 W. 136th St., New York, N. Y. Later addresses, 20 Beeching St., Worcester; Hotel Bartlett, Rutland. Manager, Hotel Bartlett, Rutland.

WILLIAM HAROLD BLAKE (S. S.), Head of the English Department, Pennsylvania Military College, Chester, Pa.

ROSWELL FREDERICK CURTIS, 20 Downing St., Worcester. Scholar in Chemistry, Clark University; Assistant in Chemistry, Clark College.

CLARENCE HENRY ELLIOTT, Litchfield, Conn. Teacher of English and Director of Athletics, in the High School. A. M., Clark University, 1916.

LOUIS STANLEY FEINGOLD, 58 Providence St., Worcester. Student, Harvard Law School.

ROY MARSHALL FISHER (S. S.), 17 Wheelock St., Hanover, N. H. Assistant in Physics, Dartmouth College.

SETH MARSHALL FITCHET (S. S.), 316 Huntington Ave., Boston. Student, Harvard Medical School.

GUY JOHNSON FORBUSH, 2 Washington St., Leominster. Head of History Department and Teacher of French in the High School.

WALTER JAMES GELDARD, 9 Jacques Ave., Worcester. Demonstrator, McGill University, Montreal.

MYRON EVERETT GOLDBLATT, 855 Greenmount Ave., Baltimore, Md. Graduate Student in Chemistry, Johns Hopkins University.

WALLACE WRIGHT GREENWOOD, 16 May St., Worcester. Chemist with the Norton Company.

CHARLES ROGER HICKS, Teacher in the City Commercial School, Kyoto, Japan.

ARCHIBALD BROOKE HUSBAND (S. S.), 74 Perkins Hall, Cambridge. Student, Harvard Law School.

WILMARTH IRVING JACOBS, Mercersburg, Pa. Instructor in Science, Mercersburg, Academy.

CARL DAVID JOHNSON, 1 Webster St., Worcester. Scholar in Physics, Clark University; Assistant in Physics, Clark College.

JOHN HENRY LANOIS, Student at the Y. M. C. A. College, Springfield.

JOSEPH TWICHELL LANSING, 150 Claremont Ave., Montclair, N. J. With the Bijur Motor Lighting Company, 15th and Garden Sts., Hoboken, N. J. A. M., Clark University, 1916.

IVAN EUGENE MCDUGLE, 15 Shirley St., Worcester. Assistant in History, Clark College; Fellow in History, Clark University.

MERRILL PUTNAM PAINE, 17 Kensington Ave., Northampton. Principal of the Vernon School.

CARROLL CORNELIUS PRATT, 54 Downing St., Worcester. Fellow in Experimental Psychology, Clark University.

THEODORE EDWARD SHEA (S. S.), 16 Bluff St., Worcester. Teacher in the High School, Southboro.

JOHN FRANCIS SHEEHAN, Tarrytown, N. Y. Teaching English and German in the Repton School.

MAX SMALL (S. S.), 414 Richmond Ter., N. Brighton, S. I. Teacher, Westerleigh Collegiate Institute.

LAWRENCE SMITH (S. S.), 115 North West St., Waynesburg, Pa. Professor of History and Economics, Waynesburg College. A. M., Clark University, 1916.

GEORGE EDSON STEARNS, 118 Fairfield St., Worcester. Chemist with the Wyman-Gordon Company.

LEONARD CLARK TODD, Western Ave., Essex. In the Actuarial Department, New England Mutual Life Insurance Co., 87 Milk St., Boston.

CLARENCE MERTON WEBSTER, 427 East University Ave., Ann Arbor, Mich. University Fellow in English, University of Michigan. A. M., University of Michigan, 1916.

WILLIAM JAMES WILSON, JR., 1043 E. 65th St., Chicago, Ill. Credit Department, Swift and Co., Chicago, Ill.

HAROLD DAVIS WOODBURY (S.S.), 84 Park Ave., Worcester. Secretary, Woodbury & Co., Inc., 274 Main St.

Graduated with Honor: Fisher, Shea, Woodbury. With High Honor: Husband, Smith. With Highest Honor: Blake.

CLASS OF 1916

Degree conferred on Founder's Day, 1916

WILLIAM HUGH OLDENBURG (S. S.), Cheney, Wash. Manager of the Community Store.

LELAND LEAVITT ATWOOD (S. S.), Straight University, New Orleans, La. Teacher of Latin and English.

HAROLD HOOPER BLANCHARD (S. S.), 65 Home Ave., Middletown, Conn. Instructor of English in the High School.

JOHN EDWARD BRIERLY, 34½ Douglas St., Worcester. Assistant in History, Clark College; Scholar in History, Clark University.

HAROLD KINGSBURY BRIGHAM, 836 Lexington Ave., New York, N. Y. Student at the N. Y. Homeopathic Medical College and Flower Hospital.

GUY HARVEY BURNHAM (S. S.), 3 Lowell St., Worcester. In the office of the Boston and Albany Railway.

FRANKLIN EVERETT COLE, 17 Glendale St., Worcester. With the Donnelly Advertising Company, 78 Exchange Street.

EUGENE AIKENS DARLING, 25 State St., Ossining-on-Hudson, N. Y. Teacher in the Mt. Pleasant Academy.

PAUL REBER DAWSON (S. S.), 1 Englewood Ave., Worcester. Assistant in Psychology, Clark College; Scholar in Biology, Clark University.

HASTINGS EELLS (S. S.), 203 Hodge Hall, Princeton, N. J. Student in Princeton Theological Seminary and Princeton University Graduate School.

FRANK HAROLD ELLSWORTH, 109 Highland St., Worcester. Scholar in Chemistry, Clark University.

GEORGE POTTER FOSTER, Wuchang, China. Teacher of Chemistry and Biology, Boone University, Wuchang, China.

RAYMOND THORNTON GIFFORD, 601 W. 136th St., New York, N. Y. With the American Telephone and Telegraph Company, 195 Broadway.

MAYNARD GINSBURG, 3 Ridgeley Hall, Cambridge. Student in the Harvard Law School.

GEORGE EDWIN HARTZ, 936 Y. M. C. A., Detroit, Michigan. With the Michigan State Telephone Co.

THOMAS BERNARD JOYCE, 165 Lexington Avenue, New York, N. Y. Student at Cornell University Medical School.

LEWIS VAN HAGEN JUDSON, 46 Maywood St., Worcester. Scholar in Physics, Clark University.

LEIB LEHRER, 46½ Providence St., Worcester. Scholar in Psychology, Clark University.

ABRAHAM SAUL LEVENSOHN, 304 High St., East, Detroit, Michigan. Salesman for A. Krolik & Company.

ISADOR LUBIN (S. S.), 801 Locust St., Columbia, Mo. Graduate student in the University of Missouri.

JACOB WILSON McCRILLIS, Y. M. C. A., Honolulu, T. H. Intermediate Secretary, Y. M. C. A.

GEORGE LESTER MAGOUN. Demonstrator, McGill University, Montreal, Canada.

HARRY MASON, 16 Newton St., Marlboro. Student in the Harvard Law School.

GEORGE HENRY MERRIAM, Jr., The Buckminster, Goodwill High School, Hinckley, Maine. Teacher of Chemistry and English, Goodwill High School.

GEORGE ALBERT MORLOCK, 28 Hollywood St., Worcester. Secretary to the Sales Manager of the Worcester Counter Company department of the Graton and Knight Manufacturing Company.

LAURANCE PRESTON MORSE, 193 Pond St., Natick. With Roger Babson Company, Statisticians, Boston.

ERNEST WILLIAM NELSON (S. S.), 150 Cherry St., Brockton. Temporary address, 601 W. 136th St., New York, N. Y.

PAUL HOMAN OTIS, Y. M. C. A., Detroit, Mich. Special Employee, Michigan State Telephone Company.

ARTHUR LESLIE PRINCE, 4 Kendrick Place, Amherst. Graduate Assistant in Chemistry at the Massachusetts Agricultural College.

HAROLD CHADBOURNE ROBINSON, 72 High St., Fairfield, Maine. Submaster of the High School.

DAVID SAGE (S. S.), 16 Tirrell St., Worcester. Assistant in Sociology, Clark College; Scholar in Sociology, Clark University.

HAROLD HALL SLOAN, 9 Oxford St., Worcester. With the "Worcester Evening Post".

CONSTANTINE THEODORE SOTERIADES, 17 Pearl St., Wakefield. Chemist, Merrimac Chemical Co., North Woburn.

HAROLD MERWIN STURGES, 936 Y. M. C. A., Detroit, Michigan. Manager of Traffic Inspection, Michigan State Telephone Company.

FRANCIS CECIL SUMNER, Lincoln University, Chester Co., Pa. Instructor and Graduate Student, Lincoln University.

HASKELL TALAMO (S. S.), 15 Chesterfield Rd., Worcester. With the Empire Woolen Company, 86 Winter Street, Worcester.

LUTHER SOLON THOMPSON, 166 Minerva St., Derby, Conn. Teacher in the High School.

FRANK AMOS TOWNSEND, 64 Henry St., New Haven, Conn. Chemist with the Winchester Repeating Arms Company.

HENRY PETER WARD, 308 William St., Middletown, Conn. Assistant in Chemistry, Wesleyan University, Middletown, Conn.

LESLIE BURRILL WHITE, 107 Gainsboro St., Boston. Student at the Massachusetts Institute of Technology, Cambridge.

AUSTIN LAWRENCE WHITEY, 79 Fox St., Worcester. Scholar in History, Clark University.

Graduated with Honor: Dawson. With High Honor: Atwood. With Highest Honor: Blanchard, Nelson.

CLASS OF 1917

Degree conferred on Founder's Day, 1917

Cecil Roy Williams, 8 Fairfield Street, Worcester.

ALUMNI NEWS, '05 TO '16

The RECORD regrets that the sources of the following information are in many cases indirect and therefore liable to error. It will be pleased to receive corrections for the use of later issues.

F. N. Cooke, Jr., '05, is the happy father of a daughter, born May 22, 1916.

Mr. C. F. W. Edmands, '05, formerly head of the science department of the high school at Fitchburg, has been appointed Principal of the Hitchcock Free Academy, Brimfield. Mr. Edmands has had a varied experience as teacher and is well equipped to undertake his new work.

Mr. A. H. Estabrook, '05, is now connected with the Eugenics Record Office at Cold Spring Harbor, N. Y. Recently a contribution of his was published by the Carnegie Institute.

Dr. L. P. Leland, '05, was elected last autumn, Secretary and Treasurer of the Worcester District Branch of the Massachusetts Homeopathic Medical Society.

On November 25, 1916, Dr. H. C. Marble, '06, was married to Miss Alice Eachus Ingram, of Philadelphia.

The appointment of Jacob Asher, '07, to be Associate Justice of the Central District Court in Worcester has recently been announced.

On February 7, 1917, Mr. Leon E. Felton, '07, and Miss Ruth Ellis, of 574 Main St., Worcester, were married. Mr. and Mrs. Felton are to live in Worcester where Mr. Felton is a member of the law firm of Erskine & Felton and active in city politics.

Dr. C. D. Wright, '08, and Miss Leslie Boudinot Flenner were married June 1, 1916.

Dr. K. J. Karlson, '09, Lecturer in Philosophy in Clark University, has accepted an invitation to become Pastor of the Harlem Street Swedish Baptist Church, Worcester.

During July last, Professor T. L. Patterson, '09, was married to Miss Belle Perry White of Worcester. Professor and Mrs. Patterson are living at 131 Beverly St., Kingston, Ontario.

During September, 1916, Mr. P. P. Fallon, '10, was married to Miss Margaret Julia, of Worcester.

Mr. J. E. Millea, '10, was married during October last, to Miss Anna J. Murphy, of Worcester. Mr. and Mrs. Millea live at 18 Freeman St., Arlington.

Mr. C. H. Morrow, '10, is a Scholar in History, Clark University.

Mr. Reuben Kaufman, '11, was elected Corresponding Secretary of the Alumni of the Jewish Theological Seminary at the last convention of the Alumni Association.

On December 11, 1916, a son was born to Mr. and Mrs. R. H. Loomis. Mr. Loomis is a member of the Class of 1911.

Mr. H. C. Thompson, '11, Lawyer in Haverhill, is a candidate for Delegate to the Constitutional Convention.

Mr. S. F. Bemis, '12, after a very busy year abroad, is engaged in educational work in New Mexico. His friends are glad to learn that his health is improving and that he is enjoying life in New Mexico, where during leisure hours he has been doing some excavating among the prehistoric ruins of his district.

Married on December 27, 1916, Mr. W. G. Butler, '12, to Miss Mabel Eleanor Parker, of Montgomery, Vt.

Mr. J. R. Higgins, '12, Attorney at Law in Woonsocket, is a member of the General Assembly of Rhode Island and Chairman of the Public Institutions Committee.

During October last, Mr. H. N. Rasely, '12, was married to Miss Myrtie E. Pettigrew, of Worcester. Mr. and Mrs. Rasely are resident in Worcester, 238 Lincoln St.

On June 7, 1916, Mr. R. B. Stoddard, '12, was married to Miss A. Louise Sime, of St. John, N. B.

Born on June 8, 1916, Paul Howard, son of Mr. and Mrs. A. C. Winslow. Mr. Winslow is a member of the Class of 1912.

Mr. F. L. Adams, '13, was married on February 1, 1917, to Miss Alice Delia Hamel, of Worcester. Mr. and Mrs. Adams will be at home after April 1, at Longwood Apartments, 169 College St., Lewiston, Maine.

Mr. H. H. Appledorn, Jr., '13, is doing graduate work in Chemistry at Yale as candidate for the Master's degree.

On New Year's Day, Mr. John Lund, '13, was married to Miss Ada Louise Oliver, of Worcester. Mr. and Mrs. Lund are now living in Eliot, Maine.

Mr. R. N. Molt, '13, is President and Treasurer of a new medicine manufacturing corporation located in Boston.

Born on November 28, 1916, to Mr. and Mrs. J. N. Nathanson, a son, Norman Joseph. Mr. Nathanson is a member of the Class of 1913.

Mr. C. B. Ogilvie, '13, was married on December 25, 1916, to Miss Frances Dean Thayer, of Middletown, Conn. Mr. and Mrs. Ogilvie are resident in Woodbury Heights, N. J.

Born on February 27, 1917, to Mr. and Mrs. Aaron Paul Pratt a son, Aaron Paul Pratt, Jr. Mr. Pratt is a member of the class of 1913, Clark, and Mrs. Pratt of the same Class, Mt. Holyoke.

Announcement has reached us of the engagement of Mr. I. J. Townsend, '13, to Miss Marguerite Noble, of Pittsfield. Miss Noble, who was last year graduated from Wellesley, is at present teaching in a private school in Montreal.

Mr. H. H. Gordon, '14, last year won a prize of one hundred dollars for a thesis on the "Second-hand Car Problem in the Automobile Trade." Mr. Gordon is at present learning the business of cotton manufacturing in Lowell.

Among the Clark men on the Mexican border recently was Mr. G. A. Lundgren, '14, who enlisted in Battery C, of the Alabama Field Artillery, while visiting in Fairfield, Alabama. After four months of service Mr. Lundgren has returned to his home in Worcester.

During September, 1916, Mr. W. G. MacLaren, '14, was married to Miss Dorothy P. Costello, of Worcester. The

ceremony was performed in Chicago where they are at present resident.

T. G. Thompson, '14, has been awarded a prize of five hundred dollars for his researches embodied in a paper on the "Preservation of Iron and Steel by Means of Passifying Factors." This paper has been published in the Carnegie scholarship memoirs.

A son, Henry Gordon, was born to Mr. and Mrs. R. M. Fisher, June 3, 1916. Mr. Fisher is a member of the Class of 1915.

Mr. S. M. Fitchet, '15, the RECORD notes, has dropped a "t" from the end of his name.

The Fifth Annual Clark Night was held December 22, 1916. The occasion was as usual an enjoyable one. The total number of Alumni present was fifty-nine, by classes as follows: 1905, 3; 1906, 0; 1907, 2; 1908, 1; 1909, 4; 1910, 3; 1911, 1; 1912, 4; 1913, 7; 1914, 10; 1915, 10; 1916, 14.

ALUMNI ASSOCIATION NEWS

THE GENERAL ALUMNI ASSOCIATION

1916-17

The twelfth annual banquet and meeting of the General Alumni Association was held in June, 1916, at the Leicester Country Club. The meeting, which was attended by about forty members, was called to order by Vice-President Marble, '06. The following officers were elected to serve for the year 1916-17:

President, Elwin I. Bartlett, '07; Vice-President, Edmund D. Styles, '09; Secretary, Forrest E. Alexander, '12; Treasurer, Allan B. Miller, '05; Auditor, Arnold P. Sturtevant, '12.

The President, Secretary and Treasurer were the Alumni members of the committee in charge of the arrangements for Clark Night.

THE WORCESTER COUNTY ALUMNI ASSOCIATION

1916-17

President, Dr. M. B. Fox, '05; Secretary-Treasurer, Mr. L. M. Handy, '08.

During November, 1916, the Association held a dinner at the Worcester Automobile Club, at which there was the largest attendance, twenty-six, yet recorded. President Fox was toastmaster on the occasion and called upon the various members present for informal addresses on the subject of "Preparedness."

The next meeting of the Association is scheduled for March 10, Worcester Automobile Club.

BOSTON CLARK CLUB

1915-16

President, G. E. Cole, '11; Secretary-Treasurer, F. M. Arnold, '09.

Meetings were held October 2 and December 11, 1915, and February 5, 1916.

On April 8, 1916, a "Get-Together" meeting was held, at which selections were rendered by the Clark College Quartet. Dr. H. C. Marble, '06, spoke on "Plattsburg and Preparedness," and Mr. C. P. Shedd, '09, on Y. M. C. A. work. Fourteen members were present.

1916-17

President, H. C. Marble, '06; Secretary-Treasurer, L. C. Todd, '15; Entertainment Committee, H. A. Preston, '11; R. H. Loomis, '11; S. M. Fitchet, '15.

So far this year three meetings have been held.

On October 7, 1916, eight men were present at the business meeting, at which the officers for the ensuing year were elected.

On December 9, 1916, another business meeting was held, at which there were eleven Alumni present. The Clark College Quartet entertained.

On February 3, 1917, President H. C. Bumpus, one of the first Alumni of Clark University, spoke on "Certain Efforts in the Field of Education." The attendance was fifteen.

All of these meetings were held at the City Club at 6.30 P. M. About seventy Alumni are now eligible for membership in the Boston association, as residents of the city or vicinity. Of these, approximately twenty, on the average, reply to the notices sent out. Up to about February 15, sixteen have paid the current dues and thereby become *bona fide* members.

THE CLARK COLLEGE ALUMNI ASSOCIATION OF THE MIDDLE WEST

1915-16

(Report received too late for last year's April *Record*)

The Clark College Alumni Association of the Middle West held its second annual convention at the University Club of Chicago, on Friday and Saturday, April 28th and 29th, 1916. Ten members were in attendance, representing various classes

as follows—1906, A. J. Peckham and Dr. A. A. Day; 1909, L. S. Parker; 1910, H. L. Jackson; 1914, W. G. MacLaren, R. J. Godfrey and A. W. Murdock; 1915, W. J. Wilson, F. A. Fenton and C. M. Webster. Dr. Norman S. B. Gras, of the Clark Faculty was the guest of honor and official representative of the College.

The convention began Friday evening when the party gathered at the University Club and attended a theatrical performance. The party adjourned after the play, to the Boston Oyster House of the Morrison Hotel, where a smoker was held.

Saturday afternoon the party again met at the Club, and the annual business meeting was held, President Day presiding. The report of Secretary-Treasurer Godfrey showed the Association to be in a flourishing condition, both as to membership and finances. From approximately thirty Clark graduates known to be located in the Middle West, the Association has enrolled nineteen paid memberships. Letters were read from several members who were unable to attend, but who showed their interest by contributing the membership fee. A cordial letter from President Sanford expressing his interest in the association and the good will of the College was also read. The relation of branch Alumni Associations to the general organization was discussed at some length, and definite action in regard to it was planned. Officers for the ensuing year were elected as follows: President, A. J. Peckham of Detroit; Vice-President, W. G. MacLaren of Chicago; Secretary-Treasurer, L. S. Parker of Chicago. President Peckham later appointed an executive committee consisting of the officers and F. L. Johnson of Detroit and C. M. Webster of Ann Arbor. Plans were made for next year's convention which is to be held in Detroit.

Following the business meeting the convention adjourned to a private dining room where a sumptuous banquet was served, followed by a short program of speeches. Mr. Peckham acted as toastmaster and called on Messrs. Wilson,

Day, Godfrey and Parker for remarks on various subjects of common interest. Each speaker showed a live, intense interest in the affairs of the College, and the whole atmosphere was one of active loyalty to Clark. The chief feature of the evening was an address by Dr. Gras, in which he commended the loyalty of Alumni to their Alma Mater, and showed how it might be made of vital importance particularly in the development of Clark. Incidentally he announced the fact that the arrival that morning of a son made him for the first time eligible to the honor of the traditional bonfire. This important event necessitated Dr. Gras' early departure, and the convention ended at midnight with Clark songs and yells which expressed the feeling of every member present that Alumni reunions are distinctly worth while and that we of the Middle West are not less interested in our Alma Mater than those who still live within the circle of her immediate influence.

1916-17

President	Adolph Anselmi, '13
Vice-President	F. L. Johnson, '13
Secretary-Treasurer	H. M. Sturges, '16

The Association held its third annual meeting on February 23, 24 and 25 at the Statler Hotel, Detroit, Mich., with Dean Porter as the special guest and Faculty representative.

The program began in the evening of the 23rd with a theatre party followed by a gathering at the "Statler" for general and private conversation. The second day, Saturday, was the special occasion of the reunion. Two motor cars were at the service of the members for a tour around Detroit. After lunch a business meeting was held, at which the dues of the General Alumni Association and of the Alumni Association of the Middle West were discussed. It was decided to hold the next annual convention in Detroit. Ways in which help might be given to the College were considered, financial aid and assistance to graduates in securing positions.

The new President acted as toastmaster at the banquet, introducing the speeches and speakers of the evening, as follows:

"Commencement in Life"	G. E. Hartz, '16
"The Moulder"	W. J. Wilson, '15
"Colleges: North Carolina, Michigan, Massachusetts"	E. A. Harrington, '05
"College Man's Opportunity"	A. J. Peckham, '06
Finale	Dean Porter

Dr. Porter spoke of "soul" elements in College life, of the follow-up system of placing graduates, of the interest of the College and Faculty in the success of the Alumni, and of the need that the College feels for the help of her graduates. Rousing cheers were given for Dean Porter and also for President Sanford.

After a brief gathering on Sunday morning, the convention came to a close with a feeling of satisfaction for the present and enthusiasm for the future.

Those present, in addition to those mentioned above, were Mr. W. C. Beveridge, Jr., Mr. H. A. Hughes, Mr. A. S. Levensohn, Mr. P. H. Otis, Mr. E. R. Phelps, Mr. M. Rattner, Mr. C. M. Webster. The total attendance was fifteen.

THE CONNECTICUT VALLEY CLARK ASSOCIATION

1916-17

President	O. M. Hayden, '14
Secretary-Treasurer	A. W. Burt, '12

Only two meetings have been held so far, in the spring and fall of 1916. At the latter, which took place Nov. 18 at the University Club, Hartford, Dr. Hoyt was present and told about the various events of recent happening at the College. Greetings were exchanged by telegraph with the New York group which was holding a similar meeting the same evening. A good time made up for the lack of a large attendance.

Probably during April, 1917, another reunion will be held. Alumni and those who have attended Clark for one year are eligible and cordially invited to attend the meetings.

NEW YORK REUNION OF ALUMNI

1916-17

On Saturday evening, Nov. 18, 1916, the Clark men in the New York district came together at the City Club to renew acquaintances and to talk about Clark. Mr. J. R. McCurdy, '12, presided. Dean Porter brought the latest information from the College and made suggestions for the furtherance of closer relations between Alumni and College. Dr. Hubbard spoke about his work at New York University. A telegram from President Sanford, who was unable to be present, was read. The general discussion which followed was prolonged well past midnight.

A committee consisting of Mr. McCurdy (chairman), Mr. J. K. Foster, '10, W. T. Moran, '13, P. L. Boyce, '13 and M. M. Smith, '12, was appointed to arrange a series of smaller gatherings of Clark Alumni. All Clark men passing through New York are invited to communicate with the chairman (2929 Broadway, telephone Morningside 557) or with other members of the committee.

Those present were D. Basnet, G. R. Bennett, W. H. Blake, P. L. Boyce, H. K. Brigham, W. R. Cook, E. A. Darling, R. F. Dibble, P. S. Donnell, E. E. Eells, H. A. Ferguson, J. K. Foster, H. F. Fuller, C. N. Gibney, R. T. Gifford, T. B. Joyce, R. Kaufman, M. M. Kiley, W. F. Kolbe, J. R. McCurdy, W. T. Moran, H. C. Nordenholt, G. K. Oxholm, F. Quinn, A. J. St. John, M. Small, M. M. Smith, R. M. Smith, A. G. Webster.

THE TRI-STATE CLARK ALUMNI ASSOCIATION

1916-17

The first conclave of the Tri-State Clark Alumni Association was held at the Schenley Hotel, Pittsburgh, on Monday even-

ing, February 26, 1917. Dean Porter, at whose suggestion the meeting was held, was the guest of honor and cheered us with greetings from the Middle West Association and from Clark itself,

We think we are original in having included in our organization University men as well as graduates of the College. While Professor Lyans of the University of Pittsburgh was the only University man whom we could reach for the banquet, we hope to have a full representation at our April meeting. We believe that we have the two oldest College graduates among our number: Professor Owen W. Mills, of Westminster College, and Dr. Gardner C. Bassett, of the University of Pittsburgh. If our average age in years is high our spirits are equally so and we are entering the ranks of organized Alumni with real enthusiasm.

The details of the work which the Tri-State Alumni Association plans to do will be developed at a later meeting; but it is hoped to be of service by notifying the College of vacant positions which may interest both graduating students and Alumni. We expect to find other means of usefulness as well as to preserve the Clark spirit in our own district.

In addition to Dean Porter we had the honor of the presence at our banquet of Dr. Rosanoff, formerly of Clark University. Dr. Rosanoff was made an honorary member of the Association. Besides those mentioned above the following men were present, making ten in all:

Dr. Ernest W. Dean of the U. S. Bureau of Mines

Mr. Carlton E. Richardson, Teacher at South High School,
Pittsburgh

Dr. Harold A. Morton of Mellon Institute

Mr. Robert A. Edson of Mellon Institute

Mr. Donald R. Taft of Carnegie Institute of Technology.

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Clark College Record

Vol. 12

July, 1917

No. 3

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HOW CLARK MET THE WAR SITUATION

During the spring vacation war was declared against the German Empire. Even before the opening of College exercises following the recess there was discussion among small groups of students and members of the Faculty about what Clark should do.

On the reopening of College, impatience was written on the faces of the students when they learned that no action was to be taken till the following day, when a general assembly was to be held. At this assembly the Faculties of the College and of the University and the student bodies of both institutions came together to listen to what some of their number had to say about the situation. Brief addresses were made by

President Hall

Dr. Lyon

Dean Porter

Dr. Story

Dr. Baird

Dr. Wilson

Dr. Blakeslee

Mr. Bodfish

Dr. Burnham

Mr. Douglass

The general sentiment was one of loyalty to America. The duty of service in one form or another was assumed, but the general consensus of opinion was that this duty might be best performed by hurrying slowly into enlistment so that every man might perform the service for which he was best equipped.

Without question this was the most enthusiastic meeting ever held in the Assembly Hall. It was made particularly

impressive by the presence of the Clark Training Corps under Captain Wright, and two large American flags carried under armed escort.

At noon the same day a joint meeting of the University and College Faculties, the first ever held, was presided over by President Hall. President Sanford was, on account of illness, absent from this gathering as from the General Assembly. In his absence Dean Porter presented the chief resolutions which were adopted and sent to the Board of Trustees:

"Resolved that the Faculties of Clark University and Clark College in joint session respectfully request the Trustees of Clark University to take such steps as may be found expedient to place at the disposal of the general government for national service during the war all the facilities, material, scientific and educational, of both institutions.

"They would suggest, as steps which might be taken at the present time, the opening of the laboratories to government work and workers, and the offering of the campus and the gymnasium for the drilling of recruits.

"Resolved further that the joint Faculties place on record their conviction that so far as is consonant with the uses mentioned above, the regular work of the two institutions should be prosecuted during the war with undiminished vigor as in itself a patriotic service and a contribution to national preparedness in a large and far-reaching sense.

"It was also voted to appoint a committee to enumerate the resources of the two institutions and serve as an intermediary between the government authorities and the Faculties in adjusting these resources to the needs of the country. President Sanford and Professors Webster and Hankins were appointed."

(Signed) JAMES P. PORTER.

April 10, 1917.

Next day the following notice was put upon the College bulletin board concerning

MILITARY AND NAVAL ENLISTMENT

"The Faculty is considering and hopes to make definite announcement within the next few days of the College status to be granted to students enlisting in the armed forces of the United States or in the State Militia before the end of the College year. Until the Faculty makes its announcement nothing definite can be said. The general purpose, of course, will be to remove merely formal hindrances while preserving the essentials on which the value of the Clark degree must always rest. There is no doubt that a way will be found which will be both just and patriotic.

"It is probable also that certain adjustments will be made in the usual College work which will make the remainder of the year of especial value to those entering government service. The Clark Cadet Company has the hearty support of the College administration, and the work which it is now doing is fundamental to military and naval service of all kinds. Students are very earnestly urged to enter it.

"Pending Faculty action, and for as long a time thereafter as the government may permit, those who enlist should continue to perform faithfully the regular work of the College, making use of the training facilities at hand. There will be no real loss either to the country or to the individual in entering the service of the country in a deliberate and well-considered manner, and the work of the institution, *which is also performing a patriotic service of an important kind*, will not be unnecessarily disturbed.

"Dean Porter has been informed by the officer in charge in Boston that those who desire to enter the Naval Reserve can enlist as late as the first of June not only without disadvantage but on the contrary with advantage, if meanwhile they can spend a little time in ordinary military drill and in learning

the naval system of signaling, which can be learned as well in Worcester as elsewhere."

(Signed) EDMUND C. SANFORD.

April 11, 1917.

At the meeting of the College Faculty, April 12, 1917, the following action was taken:

"Voted that the College provide for training in military drill and courses preparatory for military service.

"Voted that the Faculty approve of the substitution of this work preparatory to military service for regular College work to the extent of at least one three-hour course for the remainder of the College year.

"Voted that students in good standing who enlist shall receive credit for the rest of the College year from the time when they are called by the government into continuous military service.

"Voted that for the balance of the present year students may substitute military training for gymnasium work without loss of credit.

"Voted to refer to the proper standing committee (the Faculty Committee on Social Affairs and Public Occasions, Messrs. Lyon, Williams and Porter) the matter of omitting the Glee Club Concerts, Athletic Meets and similar student activities during the rest of the year.

"Voted that the present committee, appointed by the Executive Committee, be continued as a permanent committee on military training to report to the Faculty or the Executive Committee as need arises, this sub-committee to consist of Messrs. Lyon, Williams, Wells, Merigold and Field.

"Voted that this committee be authorized to put into operation, beginning next Monday, the plan approved in outline to-day."

(Signed) JAMES P. PORTER.

April 13, 1917.

ACTION OF THE FACULTY, APRIL 18, 1917

"Voted that all petitions of students for the substitution of military courses for regular College courses be granted.

"Voted to allow students the choice between two plans of military work. For this work students may drop 6 hours of College work, that is, two 3-hour courses or one 6-hour course.

"Students shall be permitted to take the 18-20 hours of military work only after scrutiny by an appropriate committee.

"Only those shall be admitted to take the 18-20 hours who can pass the regular military physical and medical examinations.

"It is understood that the Committee on Military Instruction shall have power to regulate the schedule of military instruction; also to make such substitutions of subjects of military instruction as seem to them wise and to arrange for a total amount of work not to exceed 20 hours per week.

"Voted to add Mr. Whitman to the Committee on Military Affairs."

(Signed) JAMES P. PORTER.

April 19, 1917.

PUBLIC NOTICE CONCERNING THE SERVICE
REGISTRATION BLANK

"It is confidently assumed that in the present crisis every Clark man desires to be of service to his country in some capacity or other. This service need not be (and cannot be for all) in the military and naval organizations. It has been found that 10-15 men in other occupations are necessary to keep one man in efficient action at the front, and service in some non-military capacity often releases another who can serve directly. There is room therefore for all.

"The greatest need at the moment is for farm labor, and after that, perhaps, in shipbuilding; but *in any case it is of the*

utmost importance that each should take up that form of work in which he can serve most effectively. The College desires to be of assistance to all its members in placing themselves where they can serve best, and to that end requests that you fill out and return to the office *at once* the blank which has this morning been placed in your mail box."

(Signed) EDMUND C. SANFORD,

President.

April 20, 1917.

Following is a specimen registration blank which students were requested to fill in. Similar blanks were later sent to members of the Faculty:

SERVICE REGISTRATION BLANK

(NOTE: The filling out of this blank does not commit you to any form of service; it is merely for the information of the office.)

1. Have you enlisted for any form of military or naval service?
If so for what form?.....
2. Is it your purpose to enlist in such service?.....
Has this purpose the endorsement of your home people?
3. Have you determined upon any other form of service? . . .
If so what form?.....
4. If you have not determined upon any form of service, would you like the assistance of the College in finding a suitable one?
5. Please check with an X in the following list any sort of

work in which you think you might be useful and *under-score* any form in which you are reasonably competent:

Accountant	Advertising Agent *
Automobile repairs	Baggage man
Barber	Bookkeeper
Chaplain	Chemist
Draughtsman	Druggist
Elevatorman	Expressman
Gardener	Horseman
Journalist	Librarian
Motorcyclist	Musician
Physical trainer	Postman
Salesman	Stenographer
Teacher	Teamster
Y. M. C. A.	

Agent	Artist
Baker	Bank clerk
Carpenter	Chauffeur
Clerk	Cook
Electrician	Engineer
Factory worker	Farmer
Hospital worker	Insurance
Machinist	Motorman
Nurse	Photographer
Powerboatman	Printer
Surveyor	Tailor
Telegrapher	Telephone

Any trade?

Any other sort of skilled labor?

Any other occupation?

6. Is there any form of service not mentioned in the above list in which you think you could be of use?

7. Are there any limitations as to time or place which you would have to regard? For example, would you be free to go away from home for service? Could you give full time or only certain days or hours in the week?
Could you give your services without remuneration, or for your bare expenses, or would you need to receive the current wage for the sort of work performed?
8. Please add any statement or comment that will help the College in helping you or others to a place or decision.

NOTE: If in doubt please feel free to consult your College adviser, the Dean or the President.

PUBLIC NOTICE CONCERNING FARM WORK

"At the meeting held yesterday the College Faculty voted to announce that it looks with favor upon the proposal that the students properly qualified leave College at this time for definite positions on farms.

"If students who are interested will confer with the Dean he will be glad to inform them of additional details concerning this vote of the Faculty."

(Signed) JAMES P. PORTER.

April 27, 1917.

PUBLIC NOTICE CONCERNING GARDENING AT THE HADWEN ESTATE

"All members of the Faculty and of the student body who are willing to do farm work on the Hadwen estate will please report at the Dean's office not only their willingness to do so, but the hours and days of the week when they find it possible to engage in such work. Wages usually given for such work

will be paid to those who feel that they should have remuneration for such work.

"In explanation it should be added that the Board of Trustees of the University and the College are now putting into operation a plan which they have had in mind for some time looking toward the use by the two institutions in a productive way of that part of the Hadwen place which is suitable for the cultivation of vegetables, etc."

(Signed) JAMES P. PORTER.

April 20, 1917.

On Tuesday, May 8th, Flag Raising exercises were held on the Campus. The College and University Faculties, the Clark Company, a detail of militia, and a fairly large group of Clark students, students from the nearby schools, and others, were present on the occasion. President Sanford introduced President Hall, and Dr. Tomlinson of the Worcester Common Council, representing the Mayor of Worcester. President Hall spoke of the flag as an emblem, a subject continued by the second speaker, who emphasized the fact that the flag had stood for liberty and the union of states.

Faculty action and official doings were reflected in student life and activities. The Senior Class on April 16 decided unanimously to "recommend to the Faculty that all graduation exercises of commencement week be condensed into one day." Official action was taken later in accordance with this recommendation. On the same day the annual College Banquet for 1917 was cancelled.

The following petition was signed by 96 Clark students:

"We, the undersigned members of the Clark College student body, favor national or state prohibition, or restriction of the consumption of food products in the manufacture of intoxicating liquors, during the war."

Talking and making resolutions proved inadequate and accordingly many enlisted at once, the mosquito fleet proving

at first to be most attractive. Nearly all waited only for an opening that they could adequately fill. Many found such an opening before the final examinations began, in various fields as is indicated below. Others looked forward to a second Plattsburg Camp. Still others awaited the selective draft.

In the course of the various preparations, student committees were formed, which bore their fair share of the work and made possible an efficient organization for arrangement of meetings, the purchase of uniforms and the raising of money.

It is highly significant that actual military training at Clark antedated by some weeks the outbreak of the war. Mr. H. K. Cummings, a student in the University, and one of the founders of the Clark Company has written (by request) a brief report of the inception and progress of military training at Clark, as follows:

"Early in February the question of military training began to be discussed at Clark and on the 13th the following notice appeared on College and University bulletin boards:

"In view of the recent proposal to form a military company at Clark it is very desirable to ascertain how many men would join such an organization if it were formed. A University man who has a commission in a foreign army has offered his services as drillmaster and it is hoped that every Clark man who has had any military experience will co-operate to the extent of his ability. If you have not had any experience of this kind come out and try it. Sign below if you are willing to put in a couple of hours a week."

"Forty-five College men and 16 University men signed up and the committee wrote General Wood to see if government assistance could be secured. When it was learned that, to secure government aid, a school must establish a department of military science and agree to maintain at least 100 men under training each year it seemed best to continue on a voluntary basis. Lieut. Reymert decided not to undertake

the instruction, but the announcement in the Worcester Telegram (February 20th) that we were looking for a drill-master brought a number of offers from Worcester County men. Captain Herman Wright (retired), of Brookfield, was selected for the position on February 22nd because of his experience in drilling cadet companies under circumstances not unlike those of the proposed company. On Friday, February 23rd, Mr. Cummings gave a talk on the Plattsburg camps illustrated by moving pictures taken last summer. At the close of the lecture the plans for military training were presented by Mr. Cummings and Mr. Eksergian to about 35 students who had remained to discuss the question. The plan was presented by Mr. Cummings and Captain Wright at a student body meeting the following Tuesday. Captain Wright offered his services three afternoons a week provided the men would guarantee his traveling expenses. Recruiting was started March 2nd and by Saturday night 53 had agreed to pay a fee of \$1.50 and drill two hours a week. The first drill was held Tuesday afternoon, March 6th, and continued Tuesdays, Thursdays and Fridays until the spring recess. The maximum enrollment in the organization was 72, and the official name was the Clark Voluntary Military Company. On Tuesday, April 10th, a joint patriotic mass meeting of the College and University was held. The Clark Voluntary Military Company marched into the Assembly Hall with a stand of colors (borrowed from the Armory) and a regular color guard. The result of this meeting was the formation of a Faculty Military Committee which took over the direction of military training on and after April 16th. Up to that time over 40 men had each put in 10 hours' drill under Captain Wright with very satisfactory results. Captain Wright was assisted by Mr. Whitman, Professor Wells and Dr. Fernberger in addition to the two university students (Mr. Cummings and Mr. Eksergian) who started the movement. On April 16th drill began on a basis of 8 hours a week and about 30 additional men came out for it. For a couple of weeks

Captain Wright devoted most of his attention to the men who had been drilling previously while his staff of assistants (increased by the addition of Professor Churchman, Professor Lyon and Mr. Whitman's gymnasium assistants) instructed the new recruits in the school of the soldier and the school of the squad. The new men were then put into the company and the latter formed into 4 platoons. The sudden increase in time devoted to drill threatened to drive most of the University students out of the company, but Mr. Eksergian organized a special University squad and drilled them four hours a week.

"A course in Topography was started on April 18th with a lecture by Mr. H. B. Luther, who is instructor in military topography at the Massachusetts Institute of Technology. The course is being conducted by Professor Williams and Mr. Eksergian."

The Faculty made provision for four courses of military training, as follows:

Drill and Instruction	Capt. Wright
Topographical Map Work	Dr. Williams
Military Hygiene and Camp Sanitation	Dr. Field and Dr. Hunt
Wireless	Dr. Goddard and Mr. George Richter, '18

In the case of the students this work was accepted in lieu of some of their regular studies, but for the Faculty instructors it was in addition to the regular program. In all of these courses examinations were held and an effort made to attain the maximum efficiency. Dr. Lyon, to whose efforts much of the success of the various undertakings was due, set and examined the test in Drill and Instruction.

On May 11th the Voluntary Military Company made a presentation to Capt. Wright at a moment of strong feeling of

gratitude and comradeship. Before his departure Capt. Wright made a written report, as follows:

Military Committee,

Clark College, Worcester, Mass.

Gentlemen:

"I have the honor of submitting herewith a report of the military work of Clark College under my supervision:

"On March 10, the Volunteer Company began drilling with 66 men. Owing to the conflict of class and drill periods, 12 men were unable to attend. The work taken up was confined to the close order drill of the Schools of the Soldier, Squad and Company, the men taking hold very earnestly. The average attendance was 75% of strength. After the spring vacation the strength of the Company was increased to 118 and the number of drill periods increased from 2 to 4 periods per week. For the first week the new men were drilled in the Schools of the Soldier and Squad under:

Mr. Wells

Mr. Fryer

Mr. Churchman

Mr. Ecksergian

Mr. Cummings

Mr. Fernberger

Mr. Clark

"The second week after vacation the new Company was sized and formed, the more experienced men taking numbers one and four of both ranks. The drill work progressed rapidly thru both close and extended order work in the Schools of the Soldier, Squad and Company, even executing the difficult movements by platoons. Nearly all of the men have acted as squad leaders, displaying much enthusiasm in the work.

"In the section room much of the theoretical work dealing with Military Courtesy, Insignias and Organization has been taken up. The average mark in this work was about 82%; average attendance at drills about 90%. You will find a record of individuals of the Company on the enclosed slips.

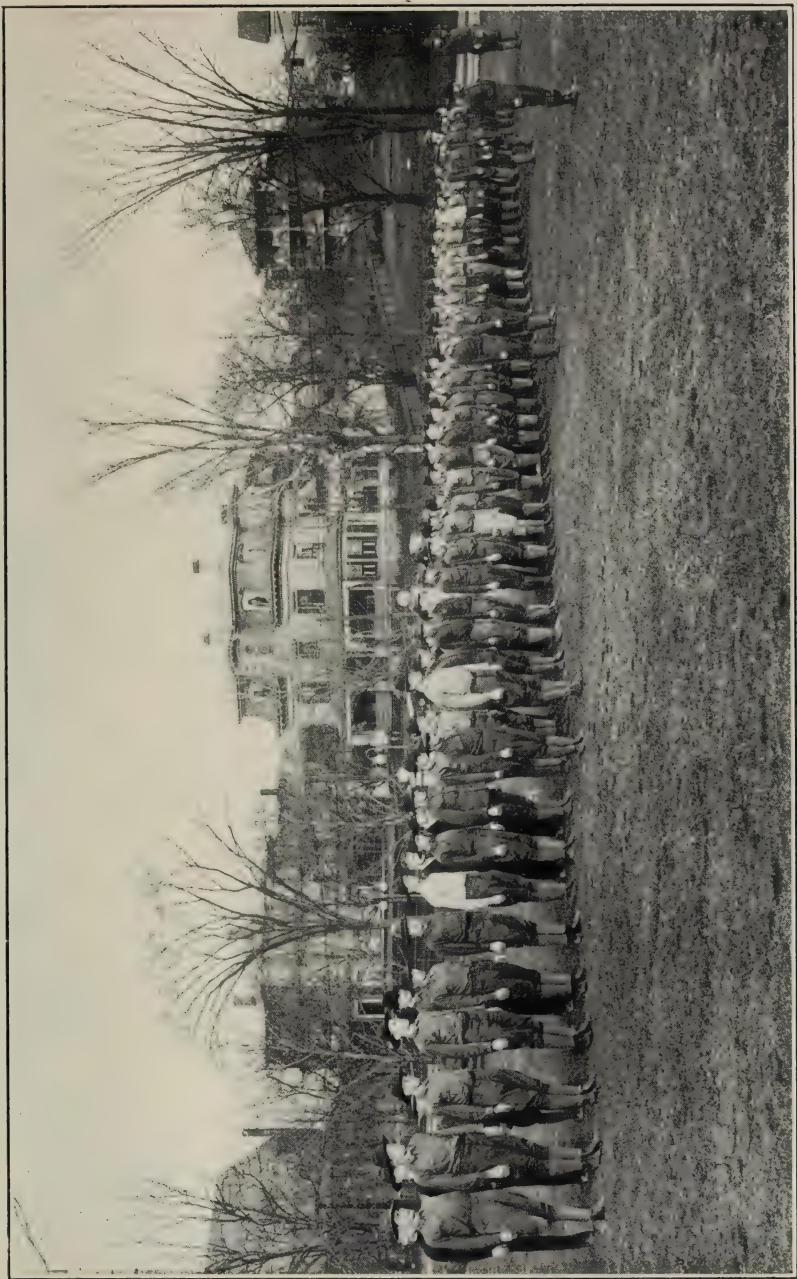
"In conclusion, I wish to thank the members of your Committee, your President, Dr. Sanford, and Dean Porter for the encouragement and hearty support in my work. It is indeed with regret that I leave my work with you."

Dr. Lyon has narrated for the RECORD the later history of the Company down to its disbanding. "After the departure of Captain Wright the conduct of the drills was entrusted to Sergeant Stickney and Corporal Snow of C Company, Second Mass. Infantry, N. G., who were detailed for the purpose by Captain Doane of E Company of the same regiment. Within two weeks they received appointments to Plattsburg and were therefore unable to continue their valuable services in the teaching of the manual of arms and the principles of fire-superiority. Fortunately for Clark, Lieutenant Leonard Russell, having just completed his engagement at the Worcester Polytechnic Institute, agreed to put his services at the disposal of the Clark men for the final ten days of the session.

"The thirty men working for the Ambulance Unit withdrew from all participation in the drills in order to study automobile mechanism and otherwise to prepare for work in France. As a consequence there were exactly fifty men present at Lieutenant Russell's first drill hour. This body was large enough, however, for the instruction in the principles of advanced marching and camping, with which the corps brought to an end a most successful undertaking. The corps was inspected by Captain Bartlett of the Reserve Army and highly commended. Rifles were obtained from the scout troops at Old South and at Pilgrim Church; this favor was highly appreciated by Clark men."

Mr. Whitman, a constant aid to the Company, has reported that the final drill was on June 1st with an attendance of about six squads of eight men each and five officers.

For many weeks this Company had attracted attention when drilling on the Campus. It had appealed to the eye. The Ambulance Unit which came later appealed to the



imagination, for it was to see immediate service. It was talked about during Easter vacation but was later dropped. Mr. F. R. Clee, '18, revived the idea which was taken up by Mr. J. B. Titchener and Mr. W. O. Lyon, who investigated the possibilities in Boston about May 5th. The great obstacle was the raising of \$350 for every man in the Ambulance Service:

Equipment	\$100
Fare (return)	150
Maintenance (6 months)	100

Dr. Wilson and Dean Porter favored the plan and promised help. A Faculty committee consisting of the President, the Dean and Dr. Blakeslee was appointed. A committee of business men was formed, whose aid Clark gladly recognizes and greatly appreciates:

A. George Bullock
 Francis H. Dewey
 Rev. Dr. Henry Stiles Bradley
 John W. Higgins
 Reginald Washburn
 Dr. Howard W. Beal
 Luke C. Doyle
 Harry G. Stoddard
 George F. Booth (Chairman)

On May 14th a meeting of students took place at President Sanford's home. A personal canvas of Worcester was recommended and agreed to. Fourteen teams of two men each were active from the 17th to the 21st of May. The appeal was made not only personally to the Worcester people but by letter to the Clark Alumni. Letters to the latter were sent by President Sanford, Dean Porter and Dr. Blakeslee, as follows:

"The College, as you will well understand, is anxious to 'do its bit' in the present war. How far we can serve the national government as an institution is not yet clear, tho

some of the alumni, a number of students and one member of the Faculty have already enlisted for Plattsburg or other forms of military or naval service.

"In the meantime a group of twenty or more Clark College students have offered to go, under the auspices of the American Ambulance Field Service, as volunteer ambulance drivers at the front in France. This sort of assistance is highly appreciated by the French government and has done much to commend our country to that nation. Over 400,000 wounded have been carried and very many lives have been saved. The reality and the character of work performed is shown by the fact that the French government has recently cabled an earnest request for 20,000 more such assistants; that sections, or section leaders, have been cited at least twenty times for distinguished services; that over eighty men have received the *Croix de Guerre* for bravery and that two have received the coveted *Médaille militaire*, the highest French honor for valor.

"Similar units have gone from Harvard, Yale, Dartmouth and other leading institutions. The Clark men are ready and anxious to give their services but are unable alone to meet the expense involved in going as volunteers—about \$350 per man for a service of six months, or a total of \$7,000 for the regular unit of 20 men. We are making an appeal to Worcester people to send a joint Worcester and Clark unit and have the backing of an influential group of business and professional men. It is necessary, however, that the College itself—Faculty, students and Alumni—should not only show their interest in the undertaking but back it up vigorously if we are to make a telling appeal to Worcester people. To undertake a thing of this kind and not drive it home up to the hilt would be a lasting disgrace to the institution. The College looks confidently to the Alumni to do their part.

"Prompt action is necessary as the unit should start for France if possible by June 9th. Will you not send us something at once, either by check in favor of George F. Booth,

or in cash by registered letter? The war is an intercollegiate game in which no institution should have anything on Clark!"

May 18, 1917.

The sum raised up to June 18, 1917, was \$8,000. To the Alumni and other donors the College extends its heartiest thanks. In this list the newspapers of Worcester, which co-operated so splendidly, are to be specially mentioned, as also are Dr. Wilson whose handsome contribution was an early encouragement to the workers, and the Worcester Country Club, which guaranteed to make up any deficiency in the amount sought (up to a specified maximum). The donors are really too numerous for mention here and will doubtless in due time be more amply recognized.

When the necessary sum was in sight, elections were held among the candidates for enlistment in the unit. Nineteen were elected at once, along with the leader, Mr. J. B. Titchener, the prime mover in the affair, and the directors, Messrs. E. H. Smith, C. Kirkpatrick and R. W. Lindsey. Later two more College students and two Alumni were added. The members of the Unit who finally sailed were as follows, two of the others having to withdraw at the last moment on account of their failure to obtain consent from their parents:

Edmund G. E. Anderson, '18	J. Henry Lanois, '15
Robert W. Bodfish, '17	Rupert W. Lindsey, '18
Arthur W. Burt, '12	Charles R. Livermore, '17
F. Raymond Clee, '18	Wilfred O. Lyon, '18
Oliver W. Cook, Special	Thure A. Nordlander, '18
William E. Cottle, '19	George F. O'Brien, '17
Walter N. Davis, '19	Henry L. Signor, '19
Earl T. Dunham, '17	Everett H. Smith, '17
Clifford Kirkpatrick, '18	John B. Titchener, '17
Melvin M. Knight, University	Walter F. True, '17
Samuel A. Wilder, '19	

Equipment was in charge of Mr. E. H. Smith. The merchants of Worcester generously provided the materials at

cost or without charge; the Worcester Red Cross furnished free oil auto-coats; the American Fund for French Wounded a comfort bag for each volunteer; the Class of 1917 wrist watches; and through the courtesy of a friend each member of the unit was enrolled in the Red Cross.

At noon on June 7th, an Assembly was held to say farewell to the Ambulance Unit. The audience was small, for many men were already in service; others were at home saying good-bye to relatives and friends. But the audience, like the speakers, was aware of the importance of the moment. President Sanford introduced the speakers, all of those on the program being present except Dr. Bradley. Dr. Blakeslee naturally reverted to the recruiting of Civil War days, but he dealt primarily with the need of all America dedicating itself to "the unfinished task" of democracy and liberty. Dr. Wilson expressed the faith that the College had in the corps. Young America must learn to obey as well as to serve. The great cause needs America more than ever, since Russia has become a mob instead of an army. Dean Porter, who has done much of the heavy work of organizing, spoke briefly of his faith in the unit and expressed his gratitude to the people of Worcester for their aid. President Hall said that this was the greatest day in the history of the institution, the most fraught with human issues. The interest of the individual was now to be sacrificed to that of the group. A glorious return was anticipated, though for the present the members of the unit had their eyes on immediate service. Dr. Hall closed with a "prayer that God will bless you and bring you back safe and sound to all of us."

President Sanford, to whom the occasion meant so much, entrusted to the young men on behalf of the College a beautiful flag on a staff surmounted by a golden eagle. The unit was to bear it away in honor and to bring it safely back. To all the flag is symbolic, but the present circumstance bids us note that the scarlet and the white are Clark colors as well as national colors. To each the stars are the great firmament

of ambition and the symbols of aspiration. Amid a scene of deep feeling the members of the unit filed past the speakers and shook their hands. The procession passed out from the midst of the silent audience.

The last few hours in New York were busy ones. Army shoes and caps were purchased at the last moment and a farewell dinner was given to the unit at the Columbia University Faculty Club by the Alumni of Clark College resident in New York. At this banquet Mr. James Kelley Foster, '10, presided, arrangements being in the charge of Mr. Milton M. Smith, '12. John B. Titchener, the leader of the unit, spoke for the men, and Carroll N. Gibney, '13, for the Alumni. Remarks were made by Dean Porter, and Dr. J. C. Hubbard of New York University, formerly of Clark.

"The boys of the unit all worked hard to prepare for their journey," says Dean Porter, "and were ready without exception when the steamer left the dock. They were admired by members of other college units sailing on the same vessel. It was generally agreed that even Prussian *Kultur* could not exceed the preparedness with which the Clark men started on their journey for service in the war zone."

On June the 9th the corps sailed from New York on the *Espagne*, presumably for Bordeaux. With it are said to have gone other units from Lafayette, Amherst, Leland Stanford, Johns Hopkins, and the Univeristy of Missouri. And so we, too, now have friends on that great battlefield "somewhere in France."

The latest news of the unit up to date is that it has arrived safely in Paris and has been transferred to the service of the American government.

Following is a list of those who, while undergraduates, entered the various services since the beginning of the war:

Plattsburg: A. B. Giroux, J. M. Stanton.

Ayer: E. R. Closson.

Shipbuilding: J. A. Moran.

Inspector of Munitions: H. F. Lange.

Farm Work: E. W. U. Blom, R. L. Butler, D. F. Casey, C. B. Doolittle, E. Ericson, M. Feingold, A. G. Flagg, R. H. Kilpatrick, C. H. Kuniholm, C. E. E. Peterson, K. K. Putnam, E. J. Slate, L. C. Tatham, A. R. Terrien, P. E. Thayer, G. R. Thompson, A. A. Volante.

Naval Reserve: C. H. Beckley, K. W. Bigelow, R. H. Bul-lard, F. O. Gifford, A. W. Goodearl, E. L. McKenzie, P. G. Neal, O. E. Ringquist, H. E. Simmerer, F. V. Uhrig.

Cadet: S. C. Battles.

Helper at Armory: W. K. Marchisi.

Clark is now an anxious mother, for her children have left her fireside or are preparing to leave. She has written to many for financial help or for information as to their present doings. Mr. A. H. Monat, '10, has offered his services to the War Department as interpreter in French. Capt. R. Kirkpatrick, '11, writes from the Kitchener Military Hospital, Brighton, Sussex, England, that he is in the Canadian service with some likelihood of being transferred to the American service. From Port Royal, S. C., comes the news that Mr. Daniel J. Ready, '10, is a member of the U. S. Marine Corps scheduled for early service abroad. Mr. Howard E. Chase, '09, has joined the First Mass. Engineering Regiment (First Corps Cadets) and expects to be called abroad soon. Dr. H. C. Marble, '06, holds the rank of Captain in the Medical Reserve Corps. He expects soon to be in France with Base Hospital No. 6 (Red Cross).

The Rev. Edmund R. Laine, Jr., '11, Rector of St. Andrew's Church, Ludlow, has qualified as Chaplain of the Naval Reserve force. Mr. G. C. Cummings, ex-Clark, is an ensign in the U. S. Navy. Mr. Adolph Anselmi, '13, is in training at Fort Sheridan, Ill. (Co. I, Mich.-Wis. Division). He writes: "Life here is immense. It is so different from any other that I have led and so agreeable that I would I could continue on. Our Captain (regular army) said that all

men, or nearly all men, would receive commissions and that we should be in France in about a year."

G. A. Morlock, '16, has been doing clerical work in one of the departments of the War Office in Washington. He writes: "There is no excitement and no confusion. We just go about things as if we had always been used to the present circumstances."

Other Clark Alumni in military training or service are as follows:

H. K. Dilts, '09, at Fort Myer.

S. M. Fitchet, '15, at Plattsburg.

D. J. Greelish, '05, with the American Engineering Corps, France.

A. B. Husband, '15, at Plattsburg.

E. T. Radley, '12, camp unknown.

P. D. Wesson, '10, at Plattsburg (8th Co.).

L. C. Leach, '13, at Camp Darling, Framingham, Mass.

Finally we quote in full a letter written from the United States Naval Rendezvous and Training Station, New Haven, Connecticut, by Mr. K. W. Bigelow, one of the youngest Clark men in service and the first undergraduate to leave the College for the war preparations:

"I must apologize for my procrastination in complying with your recent request. I should have written you before, had not absolute lack of time made it impossible. As it is, I am only able to write this to-night because of special permission to remain up an extra hour for this express purpose.

"I left Worcester in such a rush and so unexpectedly that I had no opportunity to do anything at all except throw a few necessities into a suitcase and catch a car for the train. This was because I had received unlooked-for advice to go to New Haven from an officer in the Brooklyn Navy Yard.

"I arrived at the Enrolling Office and after some delay was rated as a Yeoman, 3rd class, given a physical examination, and duly enrolled in the United States Naval Reserve Force, Class 4 (Naval Coast Defense).

"I had expected to go on active duty immediately but was told by Lieut. Murphy, who commands this Section, that while Yeomen were needed at once it was impossible to call me out at once. After thinking it over for a bit I offered to give my services gratis in return for a place to sleep. My offer was accepted and I was told that I might sleep in the office.

"So the next day I went to work for Uncle Sam helping in the enrollment of others who were also anxious to help him. And the next night, after working till half past eleven, I slept in a real Navy hammock swung in the office between two door-knobs. I have been working at approximately the same gait ever since, but after the first night I was supplied with an army folding-cot for a bed. This has been very comfortable.

"Thus far my work has been in the enrolling department of the office. There is a vast amount of red tape attached to this work and while this makes it monotonous in a way, there are many things that make it intensely interesting.

"The types of men vary. At the opening of the office, some months ago, a considerable number of Yale men enrolled. There are men from Wesleyan, Cornell, Princeton, Dartmouth, and Exeter Academy (to mention a few off-hand), as well as five (Thayer, Ringquist, Gifford, Beckley and myself) from Clark, on our records.

"Lately, however, the majority of the applicants have not been college men. We have had clerks, bookkeepers, factory hands and even an embalmer. He was rated (gentle humor) as a hospital attendant.

"The delay of the actual operation of the Conscription Bill is quite noticeably defeating its own end. For while its imminence has been driving recruits to us in droves, there have been many among them who either are now giving more valuable service or could elsewhere give more valuable service, than they will ever be able to give on a Submarine

Chaser. Such are farmers and munitions workers and men trained in infantry work.

"We are now enrolling about forty men a day, which is a huge number for us to handle. The regular Navy Station, across the street, takes in about seven daily.

"One of the most humorous things here is the answers that men give when asked their religion. "Protestant" is spelled most weirdly, as "prodecnt" and "prodstent." One man put his religion as "Osteopath."

"The Training Station (located in the Yale Boat House) went into operation yesterday for the 46 men now on active duty in getting ready for the 200 soon to come. This will assuredly be a big thing and a mighty factor in training men to be efficient mosquito fleetsmen.

"The building is divided into decks and watches are stood and everything is done in as nautical a fashion as possible.

"I wish that this letter might be written about a month from now, for then there will be more news of a real navy nature, while what I have had to write to-night has been rather preparatory. However, all big things must start slowly.

"If you have any more men at Clark who are still free and feel that they can give as efficient service in this branch as any, send them down.

"Please remember me to the Faculty as well as the Student Body of Clark. I know that the motto "Fiat Lux" will be found in the forefront of this war.

"Forgive a poor and patched letter and if there is anything worth publication, cut out the rest and put it where you wish as my greeting to my College."

Sincerely,

(Signed) K. W. BIGELOW,
Yeo. 3rd,
U. S. N. R. F.

May 15, 1917.

BACCALAUREATE SERMON*

June 17, 1917

THE WORLD IDEA

BY LANGDON C. STEWARDSON, LL. D.,

Late President of Hobart College

Young Men of the Graduating Class of Clark College:

I am here to-night with the express purpose of addressing you. I have no text, but I have something to say.

In beginning, however, I labor under a certain disadvantage. This is not because your numbers are fewer than under other circumstances might have been reasonably expected, but because I am conscious of having so many competitors for your attention. Naturally enough your minds are filled at the present moment with many thoughts, as well as many interests, foreign to the subject of my discourse. There is the elation at having successfully completed your college curriculum. There is the regret at parting with many college chums and companions. There is the pleasure in welcoming to your graduation both parents and friends. There is the lure and there is the fascination of your coming career and there is the thought of the great war and of what you can best do to serve your country and the world-wide cause of democracy. All these things occupy and possess your minds and are for the time being my rivals. I wish, therefore, if I can, to banish them for a little space from the precincts of your mental house. Dismiss them as courteously and firmly as you can for I crave the opportunity to provide you with a

*The sermon was preached without manuscript. The following version was kindly prepared, at the request of the RECORD, by Dr. Stewardson after the delivery of the sermon.

permanent piece of mental furniture; something that will stay with you through the coming years and contribute to the formation of that strong character and high-minded citizenship of the world which I pray may be your share in the development of the world's work and purpose.

Immediately the question presents itself, where shall we start? As I mean to deal with vital matters, matters of urgent moment and living interest, suppose we enter the biological laboratory and begin there. We find the professor studying the phenomena of karyokinesis—the growth and division of the living cell. He offers us a microscope and asks us to take a look at what is going on. We readily accept his invitation and, discarding all technical terms, what do we see? Many things no doubt, but three striking phenomena attract our attention above all others. First we notice a number of tiny particles moving from all sides of the cell to a common center and congregating there very much as bees congregate in swarming time. Then we see that complex, little nucleus which they form pulsate, dilate and contract with certain agitation, perturbations, excitements; and finally we observe the whole nucleated mass push out in some one direction toward the cell wall. Which things are an allegory or a parable. That common center around which the little particles congregate is the idea. Those pulsations, agitations, excitements are feelings and emotions. That push in any given direction is the effort of the will.

Now it is a matter of supreme concern to you young men just what the dominating or central idea of your lives is to be. It will make a great difference to you, now and in future years, just what feelings and emotions shall win the control of you. It will be a deciding factor in your lives just what direction the push of your wills may take. And so I have chosen for the subject of my address to-night "The Need of the World Idea," together with its attendant feelings and activities, as the supreme and guiding idea of human life.

What then do I mean by the "world idea?" You your-

selves have been accumulating the elements of this idea ever since you began the study of the globes and learned the shape of the earth and the movements of the planets and the sweep of the surrounding multitude of stars. Your physical geography contributed another element when it taught you the configuration of continents and seas, the courses of the great rivers, the direction of the mountain ranges and the distribution of the varied resources of coal and iron, lead and silver, stored beneath the earth's surface. Your natural history furnished you a further element when it informed you of the many animals which roamed the earth and inhabited the waters and of the many terrestrial and aquatic plants and flowers which decorated and adorned your dwelling place. Your anthropology added yet another and more momentous element when it told you of the numerous races and languages and peoples which had partitioned the earth among themselves. Your history of civilization brought many new and wonderful elements into view in the account it gave of the development of art and inventions and liberation and science. Your history of politics gave you the elements of empire and nationality and government, and finally the history of religion furnished the elements of human faith and worship—the belief in God, culminating in the sublime conception of one great family of man, comprehending all races, languages and peoples and inhabited by one divine spirit, whose development meant the growth of justice and righteousness and mercy and the liberty of each and every individual and people to rise to the fullness of its fruit and power in the all embracing brotherhood of man. Such in broadest outlines is the world idea. It is a great whole or unity comprehending every manner and diversity of parts. Every part is essential to the completion of the whole and the whole has need of every part. And just as the world of nature is characterized by an infinite variety of parts comprehended within the unity of law pervading the whole, so the human world is made up of many individuals

and classes and races and nations each of which has its own contribution to make to the good and purpose of the whole.

But a little while ago I said I had no text, but if any one wishes a text he may find it in the 12th chapter of St. Paul's First Epistle to the Corinthians, in which he compares the unity and variety to be found in the human race with the unity and variety manifest in the human body. As we have many members in one body so we being many are one body in Christ; so that if one member suffer all the members suffer with it, and if one member be honored all the other members rejoice with it; and the eye cannot say to the ear I have no need of thee, nor the foot to the hand I have no need of thee.

Here then is the world idea, the idea of variety in unity, the idea of the whole and of many parts which demands that the spirit of the whole shall animate each and every part and that each and every part shall contribute its quota of work and function to the good and integrity of the whole.

Now the need of this world idea, together with its attendant feelings and activities, is everywhere and abundantly evident in this great crisis of the world's history through which we are passing to-day, but we can, I think, best observe and realize how great this need is by noticing some of the graver evils which result from the absence or denial of the world idea.

We notice the absence or repudiation of the world idea in two prominent forms: first, the separation of the part from the whole; and second, the endeavor of a single part to dominate or become the whole. This schism in the spiritual body—the separation of the part from the whole, or the autocratic tyranny of one part over another—was regarded by Jacob Boehme as the fundamental human sin.

Take first then that repudiation of the world idea involved in the separation of the part from the whole. We may call this act of separation insularity; and insularity is known by us in many forms—individualism, parochialism, sectarianism, nationalism.

I remember years ago when I was a very young man traveling for a month or so in Europe with a gentleman who was for those days a typical American. He not only carried his national characteristics, many of them neither admirable nor winning, with him wherever he went, but he had no patience with the characteristics or customs or habits of foreign peoples. He saw nothing good or interesting in Englishmen, Frenchmen or Germans. The Englishman's mode of speech was insufferable and kept him in a chronic state of irritation. Frenchmen and Germans had no right to employ such ridiculous languages. Why could not they all make themselves properly understood by speaking God's language? Then why had they such irrational customs? Why was one forced to tip a waiter? Why could not one pay a lump sum daily in a hotel as they did in the Great Republic? Why did they dress in such outlandish or unfitting costumes? Wherever he went he made enemies. He quarrelled with the railway porters and the proprietors of the hotels and with the waiters. He carried a stupendous chip on his shoulder with America printed in large letters upon it. Everything foreign was either stupid or nonsensical. One thing alone, as I remember, elicited his admiration and that was the Alps; but even here, while he admitted the wonder and sublimity of Switzerland, he was never weary of saying that nothing he saw approached the Grand Cañon and the Yosemite.

I remember, too, another form of insularity which was thrust upon my attention in a little town of Massachusetts not very far from here and in which I had my first parish. Many shopkeepers of the town resented the fact that certain citizens bought their clothes or their furniture or even certain articles of food in Boston. "Was not Webster," they asked, "good enough for any man? Why should any one visit Lake Quinsigamond or even go to sea when he could stay at home and row about over the waters of Lake Chaubunagungamaug?" Had these men possessed the power, as they had the inclination, they would have built up a wall of protective

tariffs between Webster and the outer world and compelled the majority of the citizens to buy in the Webster markets and eschew foreign purchases altogether. Such examples of insularity have of course their amusing side, but when they widen out into sectarian and national insularities far more serious consequences emerge into view. We may smile at the narrowness and pettiness of my traveling companion in Europe or of some of my former fellow citizens of Webster, but when we contemplate sectarian rivalries together with the hatred and strife which they beget among different Christian communions we see the terrible evils of the separation of the part from the whole, or insularity. The internecine wars of christendom, the enmities and injustices they beget, not merely a scandal but a curse.

And national insularity is just as bad if not in some respects even worse. This national insularity voices itself in such cries as "Germany for the Germans" or "America for the Americans." At the outbreak of this calamitous war our insularity was sadly apparent all over the continent. Belgium was invaded and the cry was at once raised, "This is not our war. Let the Europeans fight it out among themselves." Human rights were outraged, international and moral laws were flagrantly violated and yet we were told it was no concern of ours. Even the massacre of our citizens, women and children, on the high seas could not rouse us. "Let them stay at home" was the refrain. The threatened destruction of democracy did not move or appal us. A terrible apathy spread over the whole land. The sufferings of Walloons and Flemings and Frenchmen and Armenians were foreign to us. They awakened no widespread sympathy; certainly no sympathy which led to any action upon our part. We were content to dwell apart from these world struggles and these world sufferings. Content to look upon the dismemberment of nations, the destruction of cities, treasures of art, historic temples and the graves of the dead, the institutions of freedom and civilization; content to rest and sleep

and eat and barter and make money if only we could hold ourselves aloof while all the rest of the civilized world was being engulfed in a sea of blood and crime.

And even now that we have entered the war the apathy of our old insularity has not disappeared. Even after we have been artificially stimulated by the red military cap of Joffre or by the stirring appeal of Balfour and Viviani we are still not whole-hearted partners in the struggle. Congress bickers and delays. Pacifists and socialists discourage enlistment. Human suffering in Europe is foreign to us, human injustice in Europe is foreign to us, the destruction of civilization and democracy in Europe is foreign to us so long as it is done on a foreign shore and rife among foreign people. We are lacking in those emotions which bring us into actual touch and sympathy with the oppressed, the maltreated, the butchered, the enslaved. We are still living apart from the conflict. What has our hand to do with the English eye or the French foot? We do not realize that if one member suffer all the other members suffer with it; and if we can still stretch out our hand and grasp the money, food or pleasure that we crave, we are neither disturbed nor humiliated. We are not in touch with the other members of the great human family and are not ready to act vigorously in throwing off the terrible disease of militarism.

Such then are some of the evil effects of insularity—narrowness of horizon, selfishness, pettiness, hostilities of feeling, envyings, jealousies. Insularity does not speak the language of mankind. It talks in the dialect of the tribe. Its neighbor is the man next door or the man in the next street. The Belgian, the Frenchman, the Armenian is to it but a foreigner. Its special sin is schism; separateness, with all the enmities which this separation involves.

But the world idea is repudiated not merely by the separation of the part from the whole, by insularity, but by the endeavor of the part to dominate the whole or to become itself the whole. And of this attempt of the part to dominate or

become the whole we have two striking examples at the present time and we may call them imperialism and class internationalism.

First as to imperialism. We may describe it as the effort of a single nation or people to win a far wider domain than rightly belongs to it and to make the rest of the world its creatures, vassals and servants. History provides us with many examples of this imperialistic effort to make the part dominate the whole. We recall the Greek Empire, the Roman Empire, the Turkish Empire, the Spanish Empire, the Russian Empire and the British Empire. All alike have been guilty of the same sins against the human race—injustice, cruelty, tyranny; but we are confronted to-day, in the German effort to dominate the world, with a hideousness of atrocity and crime never before realized upon earth unless it may have been in the terrors of that barbarous Inquisition in which the priests and authorities of the Church sought the ecclesiastical empire of the world.

It is not my intention to rehearse the monstrous details of scientific massacre and pillage with which the Germans have amazed and horrified their fellow mortals, but only to point out some of the more prominent evil effects of their imperialistic march upon themselves and others; altho it should be noticed that the iniquities of which they have been guilty have not been the sporadic results of a soldiery which for the moment has got out of hand but the planned and premeditated savageries of Berlin and its "Great General Staff."

And the first evil effect is the diminution of the spirit of truth and the installation of lies and falsehood. This has been true from the beginning when the Germans, who planned and started the war, insisted that they had been set upon by a ring of envious and bloodthirsty enemies. Altho it was the Kaiser who declared war on Russia when Russia was on the point of peacefully adjusting her differences with Austria; altho it was the Kaiser who declared war on France on the false pretense that French officers had violated Belgium in

an automobile; altho it was the Kaiser, as all the world knows, who inaugurated hostilities; yet it was the Kaiser and his government who in insolent disregard of fact insisted that the Germans had been forced into the war. In this march towards empire lying became a necessary means, an imperialistic necessity.

Another effect is the sacrifice of all national honor, the breaking of the national word, the tearing up of national agreements. In the day that Belgium was invaded Germany not only violated her plighted word but she proceeded to slaughter the very people whom she had promised to protect against aggression. And so in this march of imperialism moral dishonor and depravity became a necessity.

A third evil effect is the repudiation even of the established ethics and amenities of war and a frank return to savagery. In the language of Lord Kitchener the Germans have disgraced the very profession of arms in which they so incontinently glory. It is not merely the use of poisonous gases or the poisoning of wells but it is the systematic war on non-combatants, on helpless women and children, and on equally helpless prisoners. And this not on land alone but on sea where the established custom, since the days of piracy went out, was to save the helpless, even the militant sailors, from the waves when once their power of resistance was gone. The women and children of the *Lusitania*, the countless sailors who have been fired upon in lifeboats, the neutrals who have been slaughtered by their torpedoes—all tell the story of a nation which to achieve its imperialistic designs is willing and ready to revert to savagery. Here is another effect of the imperialistic march. Savagery has become a necessity.

Once more German imperialism is the destruction of the hard-won political freedom of many nations and the death and burial of democracy. Even as Alsace and Lorraine have been browbeaten and knocked about, so has Germany at present enslaved some eighty millions of people. Austrians,

Hungarians, Lithuanians, Bulgarians, Turks, Serbians, Armenians are her serfs and vassals, and cringe before the rod of tyranny that has smitten them in the dust. Another effect of the imperialistic policy. The degradation of the human race in slavery is a stage in the imperialistic march.

And thru it all and about it all is a welter of brute emotions. Honor is gone, truth is gone, savagery has come, freedom and innocence lie dying and helpless and everywhere there is the vile spirit of hate. The good-will that had been developed on earth is dying out. The curses and maledictions upon their enemies which the Kaiser and his poet Lisauer have uttered are being returned by a horrified and indignant enemy. To kill a German is looked upon as an act as beneficent as the killing of a mad dog. A final effect of the repudiation of the world idea undertaken by imperialism is thus the death of the good-will of the human heart, the triumph of hate, the establishment of hell.

Such are some of the more prominent of those evil effects which imperialism or the effort of a single nation to dominate the whole world has produced during the past three years and they show us how sore the need is of the world idea.

But there is to-day another prominent form in which the part is endeavoring to dominate the whole and this we have called class internationalism. Just as a nation in its imperialistic aspirations repudiates the world idea by endeavoring to dominate the world and become the whole, so a class of the community in its determination to consolidate itself and rule all other classes repudiates the world idea and begets the self-same evils that imperialism fosters. More than one class has made this attempt in the history of the past—the aristocracy, the military class, the priestly class, the commercial class, or the bourgeoisie. But to-day it is the proletariat, the laboring and industrial class which is arrogating to itself the right to dominate the world and to rule it in its own interests. These laborers of all nations have drawn together. They have corresponded, they have held conventions. Their faith or creed

is the creed of socialism and their attitude toward this war is for the most part pacifist. It is not their war, they say, it is a capitalist war or a Wall Street war, whatever that may mean. In other words this war is not their war. It is not the class war for which they are spoiling and which when it arrives will rob them of every shred and tatter of their pacifism. The present war is a war among nations but the Internationalist finds his comrades and friends in all nations, and what he is preparing for is the union of his class thruout all the world in a concerted effort to kill the hated capitalist class. Nations are not dear to the Internationalist but a special class—his own. Nothing else matters. No other class is worthy of his fellowship. His supreme effort is to make his class rule all nations and establish under his direction the proletarian state. The proletariat alone constitutes the people.

I remember four years ago wandering about Hyde Park in London on a Sunday afternoon listening to the various stump orators who were dispensing their eloquence freely to all who might be willing to listen. One man in particular interested me. He was speaking for the laboring class and he himself was a plumber. "To hell with the Government," he cried. "What has the Government done for us? To hell with Great Britain! What do we care about Great Britain? We have got to look out for number one, for our own class. To hell with the capitalists and manufacturers and millionaires, who have exploited and robbed and enslaved us. We must make our class a power not in this nation only but in the world."

Here then is the class internationalism of which I am speaking. It repudiates the world idea. It repudiates the national idea and the loyalty that goes with it. Its one great loyalty is to its own class and its object is to make this class supreme.

Some of the evil effects of this class internationalism or the putting of the part for the whole we have lately witnessed in this country and abroad. Only last summer some four hundred thousand of the Brotherhood of Engineers marched

on Washington and intimidated the Congress of the United States. With the threat of a general strike they compelled the Senate of the United States to do their will. The principles of democracy were thrown to the winds and the constituted authorities of democracy were defied and overthrown. All arbitration of differences was refused. "Increase our pay, do as we wish," they cried, "or we will paralyze the industries of the land." The thought that their action might ruin thousands did not move them. The knowledge that hundreds and probably thousands of innocent people—many of them babes and little children—might suffer and die did not appal them. Their will was to rule, their way was to be taken or else one hundred million of their fellow citizens might suffer and be damned.

Such is the cry of the proletariat, and we have heard it more lately in revolutionary Russia. The Council of Laborers and Soldiers cares first for its own class. It is willing even that Russia should be left undefended on its frontiers or be subject to defeat if only its own class may triumph. The country trembles on the verge of anarchy. The war against the bourgeoisie has been declared altho proclamation has been made of peaceful intent towards other nations. "No annexations, no indemnities," is its message to Germany as well as to its own allies, while at the same time the peasants annex for their own benefit the property of the landlords, and shop clerks and other employees claim indemnities from their employers in the shape of one hundred per cent. increase in wages, this same increase to be retroactive and to begin with the outbreak of the war. So this class war goes on. Russia will not despoil other nations, but the proletariat will despoil the capitalist. The act which they condemn and repudiate in the name of the nation they adopt and applaud in the name of their international class.

Such is the class strife in Russia and the echoes of it have already been heard in this country. It was only lately that a throng of pacifists and socialists met in Madison Square

Garden as well as Carnegie Hall and as a result of their deliberations appointed a "People's Council" similar to the Council of Laborers and Soldiers sitting in Petrograd. This Council was to sit in Washington to influence and, when it could, to dictate the action of the national government. Branch councils were to sit in other prominent cities, and already the delay in preparedness, the bickerings in Congress and the insufficiency of volunteers are fairly attributable to the disloyal activities of this class of citizens.

The evils of this fresh attempt to put the part for the whole and to repudiate the world idea are but a duplicate, with some additions, of the evils of imperialism. Bitterness, and hatred and covetousness are there and in addition disloyalty to the nation, to the principles of democracy and to human brotherhood. The outlook is dark and when this terrible war is over and imperialism has been defeated we have yet to look forward to that militant aggression of labor upon capital which may destroy all government and thru the blood and mire of anarchy set up once more upon the ruins of democracy the throne of the despot and dictator.

Here then are the evil effects of the repudiation of the world idea: the repudiation of the world idea which we see in insularity, the repudiation of the world idea which we see in imperialism and the repudiation of the world idea which we see in class internationalism.

Our only salvation from these evils is to be found in the world idea or spirit and its attendant emotions and activities. It has not as yet taken hold upon the life and conduct of nations in their relation with each other altho it has got possession of the minds of many individuals; for individual morality and development outdistance those of the nation. It is to the individual then that we must look for those bright examples of virtue and that noble elevation of character which show the saving power for good inherent in the world idea. The names of many such individuals both in past and present times I might mention, but there is one in particular—

a contemporary and a fellow countryman—who will for us at the present crisis unfold and elucidate the wisdom, justice and beauty of the world idea better than any other. I mean Herbert Hoover.

Hoover is an American but he is not an insular American. The call of Belgium came to him, but it was not to him a foreign cry to which he gave no heed. He did not say let Belgium look out for herself. No, being a man possessed with the world idea, a human soul in distress, a human people in anguish were not to him foreigners but fellow citizens of the world. And so he heard their cry and went to them. To relieve these brothers of their pain, to save them from starvation he gave his time and thought and sympathy and wealth. He organized and perfected under the most disadvantageous circumstances that system of relief work for which the French and Belgians sing their gratitude and at which the rest of the world wonders.

Herbert Hoover is an American but he is not an imperialist. He does not wish to make the rest of the world the slaves and servants of the United States. He does not covet for his native land, as a part of her glory, that she should reduce other people to vassalage, occupy their lands and appropriate their wealth. No, Herbert Hoover is a democrat, possessed with the world idea. He wishes to see all nations, small and large, assured of their just rights and happiness without encroaching upon the rights and happiness of others. He does not wish to see Belgium and Serbia and Rumania and Montenegro wiped out. He does not wish to see Holland and Denmark and Norway and Sweden abjectly trembling before their powerful neighbor and left unable to lift a finger in defence of their murdered sailors for fear that a worse thing come unto them. He does not wish to see one part of the world and one people of the world tyrannize over all the rest, and so his work being over in Belgium he has returned to his native land to organize her food supply and loyally assist her in that war against German imperialism which can

alone, thru victory, make the world safe for democracy and an abode of justice, wisdom and freedom.

Herbert Hoover is a man of wealth, but he does not champion the cause of capitalism against labor or the cause of labor against capital. This is his war because it is a war for human freedom, human justice, human mercy. He does not believe in robbing a man because he happens to be rich any more than he believes in oppressing or exploiting a man because he chances to be poor. He does not crave annexation and indemnities for his nation, neither is he working to obtain them for his class. He is not a pacifist when his country is struggling for liberty and righteousness and a militant in that civic strife in which one class of the community would knife and rob another. No, he is a man possessed of the world idea. He is neither insular nor imperialistic nor international labor but a man to whom nothing human is foreign and to whom the freedom of individuals and peoples in the citizenship of the world is dear and precious.

Unity in variety and variety in unity; many members yet one body, many gifts yet one spirit; many peoples yet one human brotherhood, and the bond that unites them and brings them to their true fruit and function in the great whole is the spirit of justice and righteousness, beauty, mercy and truth—the spirit of God. And the hand cannot say to the foot I have no need of thee, neither can the foot say because I am not the hand therefore I am not of the body, but if one member suffer all the members suffer with it and if one member be honored all the members rejoice with it. The world idea requires, then, that there be no schism in the body; that no one part should repudiate or disown the rest and that no one part should degrade or injure another, but that each and every part should achieve the liberty and blessedness of its own functions in serving the good and glory of the whole.

Here, young men, is the world idea: and it points the way to the noblest and most useful life for individuals and nations. It is not far distant from you as a dream. It is living in you

now as a present reality. You may further it and work for it in every occupation and from every angle. Herbert Hoover is an engineer and you may be chemist, professor, merchant, journalist, farmer; but whatever you are it behooves you to work toward that realization and perfection of manhood revealed in the world idea. It behooves you to see that justice is done and that liberty is preserved and that the oppressed go free and that righteousness prevail. It behooves you to see that, whatever else betide, you play the part of a man and that you enter heart and soul into that great whole of the world's life, which means that you are in touch with that deep spirit of God which makes of all peoples of the earth the children of one common father and brothers one of another.

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THIRTEENTH ANNUAL COMMENCEMENT

PROGRAM

The Commencement program was short this year, Class Day exercises and the Senior Dance being omitted on account of the large number of students engaged in war service. At 3 P. M. on Monday, June 18th, 1917, Commencement exercises were held, following a Commencement Luncheon. No decorations save war posters were in evidence on the occasion. The audience occupied about three-quarters of the available space. The following program is largely a reprint of that circulated:

ORDER OF EXERCISES

MUSIC

INVOCATION

The Rev. Kinsley Blodgett, Rector of St. Mark's Church

ADDRESS OF WELCOME

Edmund Clark Sanford, President of the College

COMMENCEMENT ADDRESS

President Benjamin Ide Wheeler, University of California,

MUSIC

CONFERRING OF THE DEGREE OF BACHELOR OF ARTS

President Edmund C. Sanford

CONFERRING OF THE DEGREES OF MASTER OF ARTS AND DOCTOR OF PHILOSOPHY

President G. Stanley Hall

BENEDICTION

CANDIDATES FOR COLLEGIATE DEGREES

BACHELOR OF ARTS

Francis Jarvis Bean	LeRoy Emanuel Lundgren
Fred Joseph Brennan	Gregory Mooradkanian
John Bartlett Clark	*George Francis O'Brien
Earl H. Dickey	Lloyd Winfield Perrin
*Earl Trefry Dunham	Samuel Pitlik
Raymond Garfield Fuller	Edgar Burrell Richardson
*Arthur William Goodearl	Robert Price Russell
Paul Gregory Haire	Revashanker Maganlal
Frank Watson Hanson	Shukle
Frank Harshowitz	*Everett Henry Smith
Robert Stanley Illingworth	*Joseph Michael Stanton
Carl Edmund Jones	Eugene Stevenson
Joseph Leavitt	*John Bradford Titchener
*Charles Randall Livermore	*Walter Francis True

WITH HONOR

*Robert Ware Bodfish

WITH HIGH HONOR

†Ralph Hadley Bullard

ANNUAL COLLEGIATE HONORS

SENIORS

First Honors

Ralph Hadley Bullard

Second Honors

Robert Ware Bodfish	John Bradford Titchener
Carl Edmund Jones	Walter Francis True

*Absent. Enlisted or actually in service.

†Present in the uniform of the Naval Reserve.

JUNIORS

First Honors

Charles Henry Beckley

Second Honors

Ralph Cady Brierly

Leon Walter Cook

FRESHMEN

First Honors

Karl Worth Bigelow

Arthur Julius Nelson

Second Honors

Saul Rabinowitz

CANDIDATES FOR UNIVERSITY DEGREES

MASTER OF ARTS

Mildred Allen	Lewis Van Hagen Judson
Royal Tyler Balch	Leib Lehrer
Charles Bird	Kelley Miller, Jr.
John Edward Brierly	Lily Elma Mitchell
Elizabeth Brooks	Gren Oren Pierrel
Genevieve A. J. Charbonneau	Samuel Ernest Pond
Chung Yen Chiu	Francis William Power
Elmer Bagnall Clark	David Sage
Roswell Frederick Curtis	Henry Clement Walsh
James McBride Dabbs	Angelina L. Weeks
Thomas Edward Day	Austin Lawrence Whittey
Frank Harold Ellsworth	Ernest Richard Wood
Walter Henry Evans	Yosohachi Yokogawa
Henry Douglas Fryer	Michael Jacob Zigler

DOCTOR OF PHILOSOPHY

Raymond Flavius Bellamy	Melvin M. Knight
Theodore Benda	Martin Luther Reymert
Hagop Boghoss Boghossian	William Franklin Slade
Ethel Bowman	Ancel St. John
Edward Henry Darby	Robert Brown Teachout
Wilbur Brooks Dexter	Louis Thompson
Aubrey Augustus Douglass	Curtis T. Williams
Edwin Elmore Jacobs	Samuel Zeldin

After Commencement there was the usual handshaking and leave-taking. Later tea was served at President Sanford's house at which members of the Faculties and others were present. The general feeling seemed to be that the simple ceremonies and events of the day proved entirely acceptable.

The annual meeting of the Alumni Council took place at 5.30 P. M. on the same day. After this meeting came the annual dinner of the General Alumni Association. Both gatherings were at the Leicester Country Club.

PRESIDENT SANFORD'S ADDRESS OF WELCOME

Friends of the College and the University, Ladies and Gentlemen:

It is my pleasant privilege to welcome you on behalf of the joint institutions and of the young people who are now about to receive their degrees. Circumstances have reduced our numbers a little but not the warmth of our welcome.

Since we gathered a year ago, the war cloud which has hung so long and so luridly over Europe has cast its shadow over us also. Our country is at war and some of our own young men are already *en route* for service abroad. Our daily thought is of Conscription, of Liberty Loans and Red Cross. With such a setting and against such a background as this, our simple ceremonies must be to-day set forth.

A world at war—a little company gathered to witness the conferring of a handful of academic degrees!—What a contrast! Indeed one is tempted to ask: Is it not too great a contrast? Is this any time for academic festivities? Surely it is not if one thinks of colleges and universities merely as places in which one may spend agreeably the leisurely latter days of youth. But one need not think so meanly of them; and if one does not, he may find reasons to justify Commencement ceremonies even in the midst of war.

I was asked a few days ago whether the College would open in the fall. I replied that it certainly would open. Let me tell you why I think it should do so, and perhaps we shall find reasons to justify the ceremonies also.

We are at war. What is the first essential in making war? Men, of course, young men for active service, trained men for command, wise men for council and diplomacy. What is a college for? "To give young men a liberal education" is the usual answer, or since education is not something added from

without, but strictly a matter of growth under favorable conditions we might say still more exactly: A college is a place in which young men may find a reasonable chance to grow according to their several kinds and in some measure to come to flower. Out of the colleges come young men of spirit and noble impulses—not because the college is able to conjure these things into existence where they do not exist, but because it is a place where such qualities easily flourish; out of the colleges come youths whose response to the call of duty is an eager demand for instant enlistment; and out of colleges come also young men with high standards of personal and national honor, with broad sympathies, with a respect for facts and a sense of reality—qualities which time and experience can ripen into wisdom and statesmanship. When you can wage war without young men of generous purpose and when you can conclude an honorable and lasting peace without statesmen, then, if you like, you may make a war-discard of the colleges along with other luxuries and frivolities. And when further you can win a modern war without the physicist, the chemist and the technician, you may scrap the universities along with the colleges. But until such strange times arrive, the colleges and universities may fairly claim the status of war industries. Minerva, you remember, is a war goddess and can hold her head aloft even on the field of Mars.

But that is not all. This war is a war for democracy and we look forward to a peace to be dictated by the great democracies among which our own will hold no minor place. But if the peace is to be a truly democratic peace it must be a peace determined by the people; by people that understand its real issues. And how shall they come to understand its real issues except thru the teaching of many local leaders who can themselves see these issues clearly and in their complex implications—men with an international and not a parochial comprehension? We shall by and by need statesmen about the council board where the terms of peace are fixed, and other men of statesmanlike qualities to carry us

safely thru the economic and social reconstructions that will come after the war, but we need men of like type now in every newspaper office, in every church, in every school, yes, in every country store—wherever ideas are spread and opinions moulded, to teach the people, to make sure that the ultimate arbiters in our democracy shall decide with all the facts before them. And these local leaders must in some way, directly or indirectly, have attained that breadth of view and that catholicity of feeling which are the especial mark of college training.

This is a national service of no mean importance and would go far toward justifying the colleges in marking the periods of their work with dignified ceremony, but behind this stands again an international service. When we entered the war our financiers pointed out that we would have to find the money for our part of it ourselves, that there was now no other country from which we could borrow as the Allies have borrowed from us. We are the last in the line and behind us there is no other. What is true of financial resources promises to be true in some degree, also, with regard to all the spiritual resources of western civilization. To take one instance among many: if we permit our own devotion to pure science and research to languish, the world and not we alone will be poorer. There will be no others more happily situated who can supply our defect. To us more than to others—since we are the latest comers and may hope to come thru with less wrecking of our cultural structure—will fall in large measure the duty and the high privilege of passing on the sacred torch from the old era to the new and the colleges and universities must be our torchbearers in doing so. It is no time surely for institutions of higher learning to go out of commission!

With a clear conscience, then, we may celebrate this afternoon our simple Commencement.

The chief feature of our celebration from the first has been an address by some one who could speak with authority of matters of which we ought to know. Such a speaker we have

to-day in the person of President Benjamin Ide Wheeler, the President of the University of California, now one of the foremost among the great universities of the country.

To many students of education it has seemed of late that the star of educational progress, in flat contradiction to the custom of orthodox stars, was rising in the west, and I might present President Wheeler to you simply as a wise man of the west. But if I should do so, I should do injustice to his birth, his early training and his scholarly interests; for he is a Massachusetts man by birth, an alumnus of Brown, was an instructor at Harvard, a professor of Greek at Cornell and in the American School of Classical Studies in Athens, and a few years ago was the representative abroad of all American scholarship as Rosevelt Professor in the Imperial University of Berlin. I will therefore introduce him not merely as a wise man from the west but rather as one of those selected individuals whom the east loaned to the west in order to make sure that the west should go right! President Wheeler.

COMMENCEMENT ADDRESS*

June 18, 1917

BY PRESIDENT BENJAMIN IDE WHEELER
of the University of California

Mr. President, Members and Friends of Clark College:

I bring from California very certain and very cheerful messages of greeting to Clark College, entrenched in the midst of Massachusetts, and I convey those greetings for myself, as a Massachusetts man, to your President as a son of California; and I bring the greetings wrapped up, a good bunch of them, in our best California weather, thinking it might be agreeable to you!

We are all talking, nowadays, about something we were not talking much about a few months ago. We hear about the "Land of Liberty" (the hymn that represents us best speaks of it that way); we talk about the statue in the harbor, that shoots its arm straight up, as reaching into the empyrean, and that is liberty; and we call the bonds that we want very much to sell, "Liberty Bonds." Liberty is a great word among us now; and what does it mean? Does it seem to mean, with these food dictators, that we shall hereafter be at liberty to do pretty much as we are told to do? It will have to be carefully studied, for we are a people of liberty. But we want to know just what liberty means; does it mean anarchy? Is it freedom from the observance of law? I rather think not in either of those senses. But what it may well mean—that would be well worth talking about to-day, and I want to talk about the land that conditions the liberty—

"My country! 'tis of thee,
Sweet land of liberty,
Of thee I sing."

*Stenographically reported by Walter A. Morrill.

And I want to talk about the people dwelling in that land, who condition the meaning of that word by having accepted it, applied it and lived under it—the people that says of liberty, “Where thou goest, I will go, and thy gods shall be my gods,” and as to the geography that conditions our valuation of our heritage as interpreting liberty to us.

The old world that we have studied and out of which we have come—the only world, really, that we have taken account of—is a dual world, and it is situated so that it looks in upon the Mediterranean. The rest of the world, one-half of it, we (our ancestors) allowed to go on its way after Alexander halted the march of his legions at the Hydaspes. China, India and Japan were allowed to go on their own way. They influenced us very little and we knew nothing of them. What we have studied in our books is the history and culture of those peoples who, dwelling on either side the great trough that is made by the Dardanelles, represented within themselves distinct opposition and lived by offsetting each other. That is the great fact about what we call the Old World—that on each side of the Dardanelles are the two halves which we call the Nearer Orient and the European Civilization on either side of the great furrow that the geography of the world makes from the Black Sea down by the Bosphorus and Dardanelles, out into the *Ægean*. There they met, over and over again, these two elements of the dual civilizations. That in the Orient was the civilization of destiny, where man bowed down before the vastness of nature and undertook not at all to control or overwhelm it; and on the other side the people possessing the characteristics of the Alpine and the Nordic races, that felt themselves willing at any time to take up strife with nature and raise themselves into dominance over it by discovering, as the Greeks did, its laws, by prying into them for their secrets and then revealing them in terms of their own secrets.

When we first know about anything they are pushing on in terms of that furrow. The capture of Troy meant that the

fair-haired Menelauses of the north had pushed their way over the furrow and driven their way in; and the lining up of the whole coast of Asia Minor with Greek cities was the result of it. The answer to it came when Xerxes and Darius tried to drive their Oriental masses across the furrow and lodge them in Europe, and the Battle of Salamis settled that and drove them back. That was followed up by Alexander's legions, which pushed their way over into Asia and made that part of Asia which they overwhelmed and devastated half-way Occidental and that is the territory which Mohammedanism occupied. Mohammedanism answered by driving back over the furrow away up into Europe, until the Turk is left there as a stranded hulk in Europe, only to be gradually dislodged and thrown back. That was the way it went, back and forth; and our day that we are living in, finds us in a war that is conceived in terms of the elements that were present in all these troubles that I have roughly outlined. This war is probably the last throw of the old system.

Now that old system was one whereby the two world elements that we are interested in looked in upon the Mediterranean as the court of a Roman house looked in toward the *impluvium*. We are having a war now that was begun and conceived in terms of those factors, but the world is moving on to something radically different. When this war closes, the world will begin to state its outlook in terms of utterly other geographic conceptions. Instead of looking in upon the court of a Roman house, instead of looking in upon the Mediterranean, the globe will be torn off the hand and inverted, reversed, and then we shall find that instead of looking in upon the Mediterranean, instead of conceiving all our politics in terms of Constantinople and the Balkans, we shall be conceiving of our mission and our place together in terms of the great ocean, Oceanus, that flows around the globe. The world will have been turned wrong side out, and that which seemed the back of the world will become its front; and that Chinese Orient, which stood back to back

with the Pacific Coast, will then stand face to face with it. The great arena in which the world's history is to be worked out will be the Pacific Ocean—the ocean that has lain back there hidden away, so that the day, when it went over it, changed its date, its clothing and name, without being observed—that ocean will come into the midst, and the great fate of mankind will be determined in the way the two world halves come together and meet each other about the Pacific.

But that is still in the future. The work we have now on our hands is in terms of the old world history, in terms of the history which is the basis of all that we have thought worth while knowing about men, except the little that we study in the patchwork here and there of our own history, which has developed itself off somewhere in the West, hidden away under the sunset, off in a part of the world which was regarded as an annex of Europe; our American interests arose off there. Thirteen groups of colonists established themselves on the edge of the new continent, and they were glad to have the Atlantic Ocean to defend them from Constantinople politics. They insisted that that should be the case. After we got well under way with our government it was put into form, and we called it the Monroe Doctrine, and it was a fundamental thing with us, but it was conceived in terms of our aloofness there off under the sunset. There we were, willing to look at Europe from the distance, but unwilling that Europe should intervene or exert its influence with us. Certain it is—certain it is that as surely as this country of ours arose and took its shape in terms of its place on the Atlantic facing Europe, so certain is it that its future will be determined in terms of its position on the Pacific facing China. There is the fact.

Our ancestors had little mind toward building up a nation which should occupy the whole of the continent. They sat there on the seashore and looked eastward. Then, gradually, they began to move in toward the interior, but they

always backed in; they always kept their faces still set toward Europe. It was only after they had backed away into the middle of the country that one and another turned his face toward the West after crossing the Missouri River. When you get across the Missouri River, then you have entered into a new atmosphere of human life; then you come to be something different; then you conceive notions about your country that have not occurred to you before. And when the prairie schooners began to find their way on toward the coast, and when they finally saw the waters beyond them, there were one and another who conceived of the fact that that western coast was yet to fix the fate of the land.

But those first men who moved into the interior of our country backed into it. They went, however, straight west. Kentucky, as your map will show you by the south boundary line, is the extension of Virginia; Tennessee the extension of North Carolina. Connecticut expresses itself accurately in Tompkins County, New York, directly west of it, and takes another spring over into the Western Reserve in northern Ohio, due west—exactly due west of Connecticut, because there there were Connecticut lands to be divided up. Massachusetts is to be found in southern Michigan and, with a second leap, in Iowa. They went due west, plowing a straight furrow, throwing Canada to the right and Mexico to the left, and when the Spanish possessions of the southwest were in their way, some way or other the snow plow threw them back, and the boundaries of the south and of the north have come to be essentially parallel.

The southern boundary of Kentucky, I said, was a continuance of the southern boundary of Virginia. It came without thinking about it. It came naturally. The states went west and, like a wick let down into the oil, they drew up their freshness and freedom after them, and so it happened that our backing out into the West introduced into the civilization of the Atlantic coast dangerous elements of change and reform to which the coast colonies were not adjusted. The

first edition of Democracy came with the first step westward, and the second one produced Andrew Jackson as the second edition of Democracy. When this nation shall have got done moving westward, no one knows where it is to get its sources of reform material. Thus far, our history has been written in terms of those cyclones that start sometimes in Nebraska and sometimes in California, and try to perpetuate themselves clean across the continent. Only one in five of them ever gets across the continent, like the cyclones which go clear thru and end by going down the St. Lawrence River. That has been your history. That has been your peril. That has been your blessing.

In moving westward, these straight lines finally came to the Mississippi River; the great Mississippi Valley was unfolded by them and became the great mixing bowl in which the various elements of the coast are being blended together. On the coast you have on the south the Huguenots; then, on the tidewater lands of Virginia, the Anglo-Saxons, and particularly the English. In the Shenandoah Valley, back of that, you have the Scotch-Irish. The English people are also in New England; in New Jersey, the Swedes; in Pennsylvania, the Palatinate Germans and the Scotch-Irish; in New York and Long Island, the Dutch. All these elements we have stringing along the coast, and as they go westward, they carry their language and institutions with them. It promised to be the case that each one of those elements would found in this country his own language and his own institutions, but that did not happen, except as language islands have here and there persisted, as in the mountain regions of eastern Pennsylvania, where the Pennsylvania Dutch is still spoken, or an occasional island like that in Cincinnati, Ohio, or the Polish island, in Texas. Except for a few of those cases, the English language has triumphed over them all. Gradually the people went westward, and as they went westward, they mixed. Irishmen were found in every village of the West, and so were the Germans and Scandinavians. In a given village

in Nebraska you will find the Irishman, the Scandinavian, the German, the Englishman, and the Scotchman, all living together, the children going to the same school, learning to play the same national game in the schoolhouse yard. Look at them from the train. You can see by the color of their hair how different they are. They are all playing baseball and talking about it in terms of the language they call "English," which they speak when they play ball, but rapidly, with it all, becoming Americanized. I do not know how long this might have lasted, but it is something that has never happened anywhere else in all the world's history, that we know of—written history—and it exists not, so far as we can discover, as a matter of unwritten history. There never has been, in the known history of the race, a case where a country getting ready to be of seven or eight different languages through a geographical influence came to have but one.

The Mississippi Valley meant that there were lines that went north and south. There are very few railways running north and south that are paying dividends. It is poor business. Put your money in the Union Pacific, and in the Atchison, and even in the Western Pacific, if need be—I am not selling any bonds to-day, except for the Red Cross. Everything in our country goes with this westerly furrow, straight out, pushing the Spaniard off to the left and the Canadian off to the right; but here there were cross routes that developed. The steamboats on the Mississippi River set the people amixing by the north and south route, and everything tended to mix up the languages, and so it came about that the great Mississippi mixing bowl played with us a trick that was never played in the history of man, and what we are and what we shall be, and what we dare to think of concerning our future existence, has been achieved in terms of that mixing bowl which gave us our character. When the people went west after that they had almost ceased to have any knowledge of the sources of their lives. They were Americans. They spoke the American language. Their

children spoke it. It has come to be the rule of this country that foreign language on the lips of an uneducated family passes away after the second generation. Parents of the working class do not wish their children to learn the old home language, apparently, for they make no sacrifice for it, or very little. Out through the West, they prefer to have their children speak the same language that the other children speak. They do not want them identified by a brogue, for they feel that they will not get along as well in business. They prefer to have them speak English, and will make considerable sacrifice for it. Of course we know there are plenty of them who have an ideal interest in having the children know something about the old home, but, of all things, they want their children to know English. Have you ever been in one of those schools they have created out on the East Side in New York? There are no Anglo-Saxon children in them. They are full of Polish Jews, Serbians and Armenians, and if you ask one of them, "What are you, an Armenian?" the child will reply, "Oh, no; I am an American." It is their first cry. Little ones that have not been in this country more than two or three years are perfectly sure they are Americans. Have you ever had a chance to go into the Oriental school we maintain in San Francisco? There the Chinese children are taught, segregated from the other school children of the city. It would do you good to hear them singing "My Country, 'Tis of Thee" and "The Star-Spangled Banner," with their chins in the air and their faces aglow—and they are Americans, too, like every one else, and we have not always been good to them—as good as we would like to be, now that we have found how good citizens the Chinamen make. These little ones born in San Francisco become American citizens by birth, and they are good ones. They are good after the Chinese way, which is a practical way. The politicians are beginning already to consult with them, because the Chinese vote is getting to be worthy of consideration. To hear those little Chinese children claim their right

as American citizens does your soul good. There is a certain pervasive power of this patriotism that spreads thru this country. It has a power in it that is unlike anything one seems to have known of elsewhere in the world. Our patriotism is a form of self-exaltation that exceeds anything one sees or knows of in the Old World—though it does consist, to some extent, I must admit, in flag raisings and the singing of songs and the flag exercises. It may be that this has been advantageous, but I rather have my doubts of it, because it seems to me there has been no need to Americanize these children artificially. They Americanize themselves. They come here with a very high idea of what has been done for them by America, and they are very thankful for the freedom of opportunity they have here, which exceeds anything they have known in the Old World. They come here with the expectation of freedom and liberty. They are glad to join in and they want to be considered as Americans. It is that same pervasive power of patriotism that has exerted itself through the English language. The English language is the most potent instrument for communication that has ever been devised in the history of mankind. That is the element which is holding our country together, along with the religion of freedom.

This people that lives together between the Atlantic and the Pacific has been characterized in all possible ways by visitors to this country, but they have all recognized a certain joyous, redundant pleasure in our own institutions. It is well known that Europeans believe we make fuller use of superlatives than any other people, that we put "est" on at the end of more words than people generally. It is part and parcel of this sense of glorious ownership in the land about us and the fullness of opportunity which is conveyed by it. They tell us that some early traveler, going through Chicago, heard about some hotel which was characterized as the "finest hotel in the finest city on God's footstool." They tell us that we brag; and one Englishman visiting this country, seeing

Niagara Falls, exclaimed: "Thank God, there is one thing that is up to the brag!" There is a certain heartiness amongst our people, a certain freshness of appreciation, also; but with it all a warm religion of patriotism that means that this country is surely worth living in. It has opportunities that no other land has. This is the place where man seems to succeed. Beyond anything known anywhere else, the capabilities of man seem limitless. These people seem to believe that there are men, if we can find them, that can invent anything and do anything; it is only a matter of waiting a little longer and finding the right Edison to do it. And this is the place where the capacities of the individual are given the fullest recognition, independent of the capacities of caste or society. This is the place where men have, without reference to their birth, opportunity. They are to be rated at what they are in their natural capacities. At any rate, this is certainly true, that thruout the whole world we are a people who look toward betterment. The Old World sees that, but says: "Yes, but you deceive yourselves." The American is perfectly willing to deceive himself for a while if thereby he puts things into operation which eventuate in success and growth. No one calling himself an American is willing to live in a community where they do not look toward betterment. I do not know as you are all aware how fully this is an American characteristic. Probably it is due to the fact that the people who came here were all of them adventurers, more or less. They took risks in coming here. They were idealists, too. "They looked for a better city." They came out from the Old World because they wanted to find something better, and they came with a full purpose to make things better. No American wants to subscribe to an enterprise that is not progressing and improving, and he does not wish to live in a town which is not growing. How seldom it is that you ever get an American to confess that the population of his town is declining. If they find that the town is not increasing, these Americans have a way of assigning a committee to make it

grow. They will actually undertake the business of formally and arbitrarily and by force making a town grow. They believe in the creative efficacy of the power of faith. They are faith healers. The real-estate boomer really believes that he makes values. We are optimists, as Americans we are naturally optimists. We insist that things shall grow better. We believe that, even tho there be temporary checks, everything is going on toward betterment, that God is in His universe and that He intends that His world shall grow better and better. We are optimists, we Americans. We know that we are laughed at as being optimists. A typical case of the optimist is the man who fell from a sixth story window, and on his way down to the sidewalk was heard, at the second story window, to say—was heard distinctly to say: "So far, all goes well!" The American knows no reason why he should join the opposite crowd—why he should join his fortunes with the pessimists. Have they ever helped us any? They have told us that this and that place was bad to live in and had not grown? Has anybody grown better by joining fortunes with the pessimist? It is, after all—so reads the American doctrine—the optimist who helps us forward. An optimist may be merely a person who lives with a pessimist, as one has defined it, but, nevertheless, in great substance of doctrine, we live by faith, and faith is actual creation. It is truer than one thinks that faith is after all "the substance of things hoped for"—of things merely vaguely hoped for. Faith brings in, in place of the vague hope, the real thing. The real thing is faith, and so the real-estate agent and the Christian join hands together and go on toward the fulfillment, the realization, of a better state of things.

Our government is due to our optimism. The Old World cannot understand it. It talks about men being put in office who have no especial fitness therefor. It talks about the doctrine that one man knows as much as another about mending the roads, and so the road surveyors are elected, one after another, and so the office passes on from one townsman to

another. They tell stories that go the rounds, of fearful swindling and graft in the management of American affairs, and they say it is not possible that such a government can long exist; it is not possible but that shall go down in decay which is constructed upon the false, the irregular. Our government is what it is by virtue of our hopefulness, and that is the hardest thing there is in the world to explain to a mid-European. I remember trying to explain, once, to a European, a German, how we conducted our Sunday School classes, and the real answer to my effort was contained in the question: "But who gives the teachers the examinations?" A plan by which schools were to be conducted without people being formally examined and then provided with a certificate was not intelligible.

Our political optimism, which is exhibited in connection with the elections, is unintelligible to a mid-European. We have a way of finding a terrible amount of fault before the elections. If this man is elected, I am almost sure that the State will be ruined. Our city government will be absolutely overwhelmed if that man is elected mayor; and we talk with the greatest earnestness and bitterness on the stump, and the day after election, having heard that this man has been elected, "Well," we say, "after all, possibly it is just as well. Give him a trial; it may be there is something in him. The other party has been in office too long, perhaps; let us give this man a trial. At any rate, I intend to support him until I hear something evil about him," and so on. We are charitable toward the weak. Punishments which are mathematical and severe we will not tolerate. We are opposed to the mathematical way of estimating human fault. Our laws, concerning which we often say disreputable things, are made to fit us rather as the shawl hangs on the shoulders, than as the coat. In mid-Europe, in Germany, the laws are fashioned so that they exactly fit. For every transgression there is its penalty. If you wish to know just what it will cost you to break a certain law, you can read the placard there. This sin

costs you ten marks; the next below it, fifteen; and to do something else costs twenty. The law fits like a coat, rather than as a toga. To be sure, that is our way, for we have sympathy with people in trouble. A grievous and sickly form of it comes with the flowers that are sent to criminals at the jails, yet it is an Americanism; it is an evil form of a common American trait. We do not like to see men trodden under foot. And after all, we say, "Why not give them a chance? Maybe I should have been as bad as that myself, if I had not had the big chance I had. Give the fellow another trial." That is the hearty, generous, perhaps dangerously generous way of the American, but that way has succeeded in building up a State where there is resident in the common consciousness of the people more respect for essential order and law than exists with those people who follow the laws because they know the precise penalties exacted. The American dislikes what is wooden; he prefers what is supple. If you will characterize him by a single phrase, he has a genius for subtle perspective. He loves to see things in changing perspective. This object may seem very big, if you hold it close to the eye, and small if you hold it off there, and the American loves greatly to change perspectives. That is the basis of his peculiar humor, which I do not think his English cousin understands particularly well—that exaggerative humor whereby he produces the shock of laughter upon his hearer by moving the object quickly away from the eye, viewing it from a different perspective. Something very little is spoken of as large; something large is belittled; and we give ourselves enormous comfort in doing that, and the Englishman looks blankly on and says: "It is strange that Uncle Sam enjoys those things so much. There must be something in it!"

We are fond of the subtle, fond of the exercise of the subtle perspective; but what is exact, and mechanical, and wooden, gives us slight pleasure; and all that, after all, I think, is because of our experience in coming-to-be as a people. We

instinctively desire that we shall have the full opportunity for the exercise of our own personalities. We will not allow ourselves to be enslaved by an oppressional task. I met one of my Berkeley boys in Arizona. He had studied mechanical engineering and had done it finely. He was one of the best men in the class; and he was in Arizona at work, and I said, "How are things going with you, John?" He said, "Fine, fine," and the emphasis on that word "fine" showed what sort of a man he was—hopefulness in spirit. "And what are you doing?" I inquired. "I am selling Estey organs." I had not been exactly prepared for it. He was happy in it, too. Clergymen every once in a while turn aside and become insurance agents. The American temperament calls for that, and the American temper enjoys that. A man will not put himself in a place where he is a slave. We have, as a people, what may be called a type of humanism, and we love that freedom whereby our personalities may express themselves to the full. We are unwilling to be slaves. We desire to be freemen, and our freemanship, which makes us what we are, is essentially an exercise, a full, complete exercise, of our own personalities.

These days are hard days. I am speaking now to you here before me, members of the graduating class. You go out into the world when this fine old American fashion of having one's own way and giving complete expression to one's own personality—of being a road surveyor if one wants to be, and believing that if one looks at it carefully enough and studies hard enough, he can be a pretty good road surveyor—this belief that there are, thruout the community, men who would make excellent members of the legislature, if only they would take a hand at it, and that we are not obliged to go to lawyers to get good representatives of the people—that is the old American idea, and it is a good idea. It is the American freedom. Let us see to it that in these days of stress and overturning we do not lose that, and that we do not lose that personal freedom which gives a man this right to speak

freely. We cannot afford to lose that, no matter how strong the arm of the sword may become. We must abide by that old American standard of free speech. We are going to let people say things that we do not approve of. We are not going, as Americans, to throttle the voice of the press. The press makes mistakes enough, the Lord knows, in trying to get news assembled quickly, but we cannot afford to create among us the feeling that there is nowhere open report concerning what the facts are. We do not want to live a censored life.

Now, in these days, when we see our country, that big country of ours, but that blessed land—as we see it approaching the terrible testing for what it is and what its life is—it becomes us to renew and revive the fullness of our Americanism in the fullest meaning of it. We see our nation stepping down, step by step, into the black waters of the pool of war. No man knows how long it is to be. There is no apparent way out. It may be—it probably will be—a long testing, but thru it all we shall do well if we hold firm to these simple, fundamental things which have constituted our liberty and have made men who have come to us proud to join with us. As the days go on, the tears of women will increase; the shadow of the khaki will fall over bodies like this in longer and longer shadows. Each of us will have some work to do concerning it. It will be a serious time—far more serious than we contemplate now—before the end can come about by any devices we can imagine; but we will all of us who have learned the richness of the life of freedom—we will all of us stand firm, devoted, by the old national government. What it asks from us, we shall give.

But I have been talking to you too long. It is time you were going. God calls you. For each of you He has a work to do. You have your one chance. This is your only commencement. You have one life to live. You have one chance to give it, and whether it be war or peace, I pray you, take that one life of yours in your hands and go forth minded to sell it dearly.

THE FACULTY OUTSIDE THE COLLEGE, 1916-17

The following is the list of publications, lectures, papers, etc., of members of the teaching force of the College since May 15, 1916.

PUBLICATIONS

PROF. G. H. BLAKESLEE:

True Pan Americanism: A Policy of Co-operation with the other American Republics. *Journal of Race Development*, January, 1917, pp. 342-360. Reprinted in large part in the *Bulletin of the Pan American Union*, March, 1917, pp. 350-365; *The South American*, May, 1917, and translated into Spanish, *El Norte Americano*, April, 1917.

The Trend of History. *Proceedings of the Lake Mohonk Conference on International Arbitration*, 1916.

Germany's Defiance of the Law. *Worcester Evening Gazette*, February 1, 1917.

PROF. H. D. BRACKETT:

Greek at Clark College, in *The Classical Journal*, April, 1917, pp. 480 ff.

An Alleged Blemish in the Antigone of Sophocles, in *The Classical Journal*, May, 1917, pp. 522 ff.

PROF. A. W. CALHOUN:

Capitalism and Patriotism in the *N. Y. Times Annalist*, February 12, 1917.

Social History of the American Family, Vol. I, now due from the bindery.

PROF. P. H. CHURCHMAN:

Review of *D. José de Espronceda* by José Cascalez Muñoz, in *The Modern Language Review*.

PROF. L. H. DODD:

God Readeth All My Heart and Knows, verse in the *Churchman*, January 20, 1917.

PROF. L. R. GEISSLER:

What is Applied Psychology? *Journal of Applied Psychology*, Vol. I, No. 1, March, 1917, pp. 46-60.

Secretary's Report of the Proceedings of the Southern Society for Philosophy and Psychology. (*Psychol. Bulletin*, May, 1917.)

PROF. F. H. HANKINS:

Some forty Political Economic and Social Topics for the *New International Year Book* (Dodd, Mead & Co.).

Book reviews published in *The American Journal of Sociology*; *American Economic Review*; *Social Hygiene*; *Journal of Race Development*; and *Intercollegiate Socialist*.

PROF. C. E. LYON:

Mobilizing the German Mind. *Journal of Race Development*, April, 1917 (25 pp.).

PROF. A. J. UPPVALL:

Stringberg The Man, by Gustaf Uddgren. Translation from the Swedish, Four Seas Company, Boston.

PROF. G. F. WHITE:

Qualitative Chemical Analysis. Book published in November, 1916.

Can Adenine Acquire Antineuritic Properties? By Carl Voegtlin and George F. White. *Journal of Pharmacology and Experimental Therapeutics*, December, 1916.

LECTURES AND ADDRESSES

PRESIDENT E. C. SANFORD:

Address on the Relations of High School and College before the High School Section, Worcester County Teachers' Association, Classical High School, November 3, 1916.

Address at the Dinner of the American Psychological Association (25th Anniversary), New York, December 28, 1916.

Lecture on the Psychology of Stage Magic, Cornell University, January 9, 1917.

DEAN J. P. PORTER:

The New Learning and the Individual Boy. Culver Military Academy, August 13, 1916.

Ten Lectures on Educational and Social Psychology. Teacher's Institute, Greenfield, Ind., August 27-September 1, 1916.

Twenty Lectures on Animal Behavior in Nature Study, Animal and Human Learning, and Mental Hygiene (illustrated). The North Brookfield School, September, 1916-June, 1917.

The "Trial and Error" Process of Learning in Animals and Men. Boston Normal School, December 6, 1916.

The Place of the Experimental Study and Method in the Teaching Process. Boston Sub-Masters' Club, March 21, 1917.

Thirty Lectures on General Psychology, Educational Psychology and Mental Tests. Worcester Domestic Science School, October, 1916-June, 1917.

How Animals and Children Learn. The Shrewsbury Grange, April 18, 1917.

A Growing Sense of New Values. Commencement address, Waynesburg College, June 14, 1917.

A New Sense of Values. Charlton High School Commencement, June 22, 1917.

PROF. G. H. BLAKESLEE:

The Possibilities and Limitations of Pan American Cooperation. Conference on International Relations, Western Reserve University, July 29, 1916. A series of five lectures before the Worcester Woman's Club: Latin America and its Relations to the United States, October 16; Economic Conditions in Latin America, November 20; Social Conditions in South America, January 15; The Evolution of Government in South America, February 19; Panama in War and Peace, March 19.

True Pan Americanism, Providence, R. I., October 4; Newton Highland, December 17; Westboro, January 5; Concord, Mass., March 26.

United States-South American Trade Relations, Boston University, May 3. Nationalism and the Obligations of the College, Association of Collegiate Alumnae, Providence, R. I., January 19.

The League to Enforce Peace, Hubbardston, February 9.

Facing the Problem of Nationalism and Internationalism, Religious Education Association, Boston, March 1: Pilgrim Hall, Boston, March 24.

The Causes of the War and the Problems to be Met at its Close. Three addresses: Holyoke Ministerial Association, May 25-26.

Problems of the War, Clark College Alumni, June 2.

PROF. H. D. BRACKETT:

Greek in the Public High School, South High School, Worcester, May 11, 1917; Classical High School, Worcester, May 23; North High School, Worcester, May 24.

PROF. A. W. CALHOUN:

What is Religion? Socialist Forum of Worcester, February, 1917.

PROF. L. H. DODD:

The Kind of Man Charles Dickens Was, before the Twentieth Century Club, Worcester, May 5, 1917.

PROF. I. A. FIELD:

A series of ten lectures on Military Hygiene to members of the Worcester Home Guard, under the auspices of the Y. M. C. A., in Whittall Hall, Boys' Club Building.

The lectures given so far are as follows:

May 4, Care of Troops, Recruits and Recruiting; May 11, Personal Hygiene and Physical Training; May 18, Preventable Diseases.

PROF. L. R. GEISSLER:

Association-Reaction Experiments in the Commercial Brands of Familiar Articles at the Economic Psychology Association, January 24, 1917.

The Nature of Mental Functions, at the 12th annual session of the Southern Society for Philosophy and Psychology, Lynchburg, Va., April 12, 1917.

PROF. F. H. HANKINS:

Courses in the Columbia University Summer Session in Problems of Population and Statistical Methods.

PROF. P. C. HOYT:

Burns (illustrated by songs), House in Pines, Norton, Mass., May 28, 1916.

Community House, Church N. Addison, Vt., August 27.

Religion in Literature (illustrated), Union Church, Social Club, October 22.

Clark Ideals, Clark Connecticut Valley Association, Hartford, Conn., April 18.

Public Speaking (18 lectures), Worcester Y. M. C. A., October, 1916, to March, 1917.

PROF. C. E. LYON:

The Teacher of Modern Languages and the Psychologist, at Dr. Hall's Seminar, February 7, 1917.

PROF. A. J. UPPVALL:

Verner v. Heidenstam, before the Swedish Lodge, I. O. G. T., Worcester, November 30, 1916.

America and the War, before the Swedish Lodge, I. O. G. T., Worcester, March 4, 1917.

Swedish Culture, before the Scandanavian Naturalization Society, Attleboro, April 10.

The Church and Social Evolution, before the Socialist Club, Worcester, April 29.

PROF. L. C. WELLS:

Mexico, before the Men's Club of the Unitarian Church, Waverley, December, 1916; also before Magazine Club, Worcester.

MR. L. D. WHITE:

The League to Enforce Peace, Greendale Baptist Church, Worcester, January, 1917.

MISCELLANEOUS SERVICES

PRES. E. C. SANFORD:

Judge at the Brown-Dartmouth Debate, Providence, March 23, 1917.

DEAN J. P. PORTER:

Granted the degree of D. Sc. at Waynesburg College, June, 1917.

PROF. G. H. BLAKESLEE:

One of the Judges, Holy Cross-Boston College Debate, December 15, 1916.

Delegate to the Conference on International Relations, Cincinnati, December 23, 1916.

PROF. I. A. FIELD:

Continued investigations for the U. S. Bureau of Fisheries at the Woods Hole, Mass., laboratory on the Biology and Economic Value of the Sea Mussel, June 20 to September 1, 1916.

PROF. L. R. GEISSLER:

Secretary-Treasurer of the Southern Society for Philosophy and Psychology, 1915-1917.

Founded *The Journal of Applied Psychology*; first issue March, 1917. Managing Editor.

Experimental Research on the Pleasurableness of Color-Pairs.

Experimental Research on the Influence of Pauses between Repetitions on Immediate Reproduction.

PROF. R. H. GODDARD:

Supervising research work being done at the Worcester Polytechnic Institute, under a \$5,000 grant from the Smithsonian Institution at Washington.

PROF. F. H. HANKINS:

Member of the Worcester School Committee up to December 31, 1916.

PROF. P. C. HOYT:

Judge of Amherst-Williams Debate at Amherst, December 15.

Representative of Clark College at the Alumni Association meeting, Hartford, May 5.

PROF. G. F. WHITE:

Summer of 1916: Researches on "Vitamines," under U. S. Public Health Service, Spartanburg, S. C.

Winter, 1916-17: Researches on "Grayfish," under U. S. Bureau of Fisheries.

Summer of 1916: Will spend at Washington, D. C., under U. S. Public Health Service, Hygienic Laboratory.

MR. L. D. WHITE:

Report on the Worcester City Documents for Mayor Holmes, February, 1917.

¶The Record is published quarterly by Clark College, Worcester, Massachusetts, in January, April, July, and October. ¶Entered as second class matter, March 27, 1906, at the Post Office at Worcester, Massachusetts, under the Act of Congress of July 16, 1894.

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Volume 12

Number 4

Clark College Record



October, 1917

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UNIVERSITY OF ILLINOIS

Clark College Record

Vol. 12

October, 1917

No. 4

Published Quarterly by Clark College, Worcester, Massachusetts

STANDING COMMITTEES OF THE FACULTY, 1917-18

ON ADMISSIONS: THE PRESIDENT, THE DEAN, MESSRS.
MELVILLE, HANKINS, BRACKETT

ON STUDENTS' STANDING: THE PRESIDENT, THE DEAN,
THE REGISTRAR, AND THE INSTRUCTORS AND ADVISERS
OF THE STUDENTS UNDER CONSIDERATION

ON CURRICULUM: THE DEAN, MESSRS. WILLIAMS,
CHURCHMAN, MERIGOLD, HOYT, RANDOLPH, FIELD

ON CO-OPERATION WITH STUDENTS: MESSRS. GRAS,
HOYT, L. D. WHITE, WHITMAN

ON PUBLIC LECTURES: MESSRS. AMES, BLAKESLEE,
WELLS

ON SOCIAL AFFAIRS AND PUBLIC OCCASIONS: THE
DEAN, MESSRS. LYON, WILLIAMS

ON FINE ARTS COURSES: MESSRS. BRACKETT, AMES,
GRAS

ON THE DINING HALL: THE PRESIDENT, THE DEAN,
MR. GRAS

ON STUDENTS' FINANCES: THE PRESIDENT, MESSRS.
RANDOLPH, HANKINS

ON SUMMER STUDY: THE PRESIDENT, THE DEAN,
MESSRS. AMES, GRAS, MELVILLE, MERIGOLD

EXECUTIVE COMMITTEE: THE DEAN, THE REGISTRAR,
MESSRS. BLAKESLEE, HANKINS, LYON, MERIGOLD,
RANDOLPH

CLASS STATISTICS

The freshman classes for the last twelve years (including generally a few men who have dropped back to a four-year basis) have contained the following number of men upon entrance:

1906	54	1912	55
1907	58	1913	75
1908	56	1914	52
1909	95	1915	82
1910	78	1916	69
1911	79	1917	51

The following table shows the enrolment of the College each year since its foundation:

1902-3	63	1910-11	186
1903-4	77	1911-12	195
1904-5	89	1912-13	156
1905-6	69	1913-14	156
1906-7	91	1914-15	139
1907-8	115	1915-16	177
1908-9	142	1916-17	161
1909-10	186	1917 (26 Sept.)	115

(The numbers in the above table, except for 1917, indicate those who remained in college long enough to gain catalog rating, which is obtained upon payment of tuition fees).

Further details about the various classes are summarized in the following table, included for purposes of comparison:

Class	Beginning of 1st yr.	End of 1st yr.	Beginning of 2d yr.	End of 2d yr.	Beginning of 3d yr.	At Grad- uation
1917	52	35	30	35	34	30
1918	82	53	52	48	26	
1919	69	46	32			
1920	51					

Besides the fifty-one newly entered freshmen, six men have been admitted to advanced standing or as special students, so that the total number of new students this fall is fifty-seven.

Summary of students enrolled this year:

Seniors	26
Juniors	32
Freshmen	51
Specials	5
Advanced student not yet given class rating	<u>1</u>

115

The names of the men who have entered college this fall follow:

Argento, Umberto A. O.	Kendall, Raymond O.
Ballard, Kenneth C.	Khan-Amir, Abcar
Barsam, Racine G.	Larson, Robert E. W.
Baxter, William J.	Levensohn, Louis S.
Blair, John E.	Levinson, I. Harry G.
Brooks, Chester E.	Long, Edward J.
Campbell, John W.	Lunn, Cyrus W.
Carpenter, Richard L.	Macdonald, Malcolm K.
Chilk, Joseph	Michalopoulos, Aristotle
Clemence, Harold H.	Misakian, Haig
Cohen, Max A.	Mongrain, Nelson W.
Corash, Harry	Muir, George W.
Coxon, Roy S.	Quinlan, Vincent C.
Crock, Israel Z.	Rushton, Melvin H.
Dean, Foster S.	Ryer, William H., Jr.
Fitzgerald, John V.	St. Jean, Norman W.
Fleming, John E.	Schoonmaker, George B.
George, Harold P.	Slobin, Herman
Greenall, Walter G.	Smith, David H.
Greenberg, Abraham	Stayman, Samuel
Greenberg, Archie	Wahlstrom, Carl E.
Gustafson, Carl J.	White, Owen J.
Hawes, Robert W.	Wright, Leonard S.
Hodge, B. Ervin	Wright, Wendell L.
Kalijarvi, Thorsten W. V.	York, Vincent
Kalin, Jacob I.	

ADMITTED TO ADVANCED STANDING

Martin, Horace D.

ADMITTED AS SPECIAL STUDENTS

Churgin, Pinkhos

Ruskin, Edward S.

Ekdahl, Adolph G.

Whitmore, Ralph D.

Everett, Kenneth C.

THE ATHLETIC EVENTS OF THE YEAR 1916-17

The Athletic Events of the year 1916-17 have been reported by Mr. Whitman as follows:

Singles in tennis:

C. R. Williams, champion.

J. B. Titchener, runner-up.

Indoor inter-class track meet, won by Juniors:

Highest point winners:

1st

P. G. Neal

2nd

O. K. Cook

3rd

L. C. Tatham

Basketball:

Varsity team won from the Alumni: Parks (capt.), Stanton, Nordlander, Shalloo, Smith, Mitchell, Williams, Bugdenovitch.

Class series won by Juniors: Nordlander (capt.), Mitchell, Uhrig, Neal, Thompson, Lyon, Lindsey.

Carroll D. Wright series won by the Reds: Mitchell (capt.), Nordlander, Lyon, Hunt, Dunham, Harper.

Owing to the participation of the students in military drill and ambulance work, all spring athletic events were cancelled.

ALUMNI NEWS: CLASSES '05 TO '16

The following information has come in large part from indirect sources and is, therefore, not in all cases reliable. Corrections will be welcomed.

R. I. Bramhall, '05, has resigned his position of superintendent of schools to become agent for the state Board of Education. He will continue to reside at Holden.

A. B. Miller, '05, was elected treasurer of the General Alumni Association at the meeting held in June, 1917, at the Leicester Country Club.

W. D. Parker, '05, is treasurer of the Parker & Harper Manufacturing Co. The new company is to make machine tools and is located in Worcester.

F. M. Baldwin, '06, was awarded in June the degree of Ph.D. for work done in zoology at the University of Illinois. He will teach physiology at the State Agricultural College, Ames, Iowa.

At the Boston meeting of the Associated Young Men's Hebrew Associations of New England, Judge Jacob Asher, '07, was chosen vice-president for the ensuing year.

A. M. Hillman, '07, was elected president of the General Alumni Association at the meeting held in June, 1917.

Harvey K. LeSure, '09, gives as his new address, 5934 Nassau St., Philadelphia, Pa.

On June 16, Mr. Philip S. Donnell, '10, was married to Miss Pauline Gardner of Cambridge.

J. Stevens Kadesch, '10, formerly at Brockton High School, is now head of the English department and sub-master at the Albany High School. Address, 760 Myrtle Ave., Albany, N. Y. Owing to an accident Mr. Kadesch was obliged to begin his work somewhat late.

R. H. Luther, '10, was reported in May to be planning to engage in gardening at Boylston.

G. W. Mackay, '10, writes from Tamsui, Formosa, Japan,

that he is working on plans to build a new school to accommodate about 200 boys.

Floyd A. Ramsdell, '10, attended the meeting of the National Education Association at Portland, Oregon, held during the summer.

E. L. Anderson, '11, was elected secretary of the General Alumni Association at the meeting held in June, 1917.

Stanley W. Cummings, '11, is with the Arms Academy, Shelburne Falls.

Herbert Gammons, '11, is living at 49 Cross St., West Newton, Mass.

H. N. Rasely, '12, was elected auditor of the General Alumni Association at the meeting held on Commencement Day.

The engagement of Dr. Raymond A. Dunphy, '12, to Miss Helen Cosgrove is announced.

Born on August 5th, 1917, Mary Proctor Sanborn, daughter of Mr. and Mrs. K. L. Sanborn, Nantucket. Mr. Sanborn is a member of the class of 1912.

Married at Cleveland, Ohio, Mr. Thomas I. Brown, '13, to Miss Lilian E. Armstrong. Mr. and Mrs. Brown reside at 201 Greensferry Ave., Atlanta, Ga.

C. E. Coyne, '13, secretary of the Holyoke Chamber of Commerce, led in the discussion of "The small town commercial organization, what can it do?" at the September meeting of the National Association of Commercial Organization Secretaries, at Chicago.

R. M. Molt, '13, was elected vice-president of the General Alumni Association at the meeting held in June, 1917.

W. T. Moran, '13, is the commercial representative of The National City Bank of New York at Sao Paulo, Brazil.

On August 4th, Mr. E. H. Darby, '14, was married to Miss Cornelia W. Lawrence. Mr. Darby received the degree of Ph.D., at Clark University in June last for special work done in chemistry. Address, "The Allen," Apartment K, Niagara Falls, N. Y.

E. E. Eells, '14, has been awarded the degree of A. M. at Princetown University. His marriage to Miss Ada L. Cox of Newtown, N. Y., took place on September 4th. Mr. Eells is pastor of the Presbyterian church, Boonville, N. Y.

Mr. Harold A. Ferguson, '14, was married to Miss Sophie L. Stephan of Worcester. They will reside at 15 Tucker St., Milton. Mr. Ferguson has been appointed teacher in the Milton High School.

Born on July 15th, June, daughter of Mr. and Mrs. W. G. MacLaren. Mr. MacLaren is a member of the class of 1914. Friends have learned with regret of the serious illness of Mrs. MacLaren.

Born June 14th, 1917, Barbara Winifred Parker, daughter of Mr. and Mrs. C. C. Parker. Mr. Parker is a member of the class of 1914.

R. M. Smith, '14, is resident at 85 Cottage Pl., Port Richmond, Staten Island, N. Y.

During the summer Mr. Donald R. Taft was married to Miss Jennie M. Foye. The bride is a graduate of Mount Holyoke College, and the groom, Clark, '14. They will reside in Pittsburg, Pa., where Mr. Taft is acting registrar in the Carnegie Institute of Technology.

R. H. Talbot, '14, has left the Niagara Falls Y. M. C. A. He is living at present at 5 Ashland St., Worcester.

F. L. Trafton, '14, is to teach physics and mathematics in the high school at Concord, N. H.

John T. Ward, '14, is with the National Carbon Co. of Cleveland, Ohio. House address, 1419 W. 112 St.

C. H. Elliott, '15, returns to the high school at Litchfield, Conn. During vacation he was engaged in home gardening and expects to buy no beans or potatoes this winter.

G. J. Forbush, '15, becomes instructor in French and history at Andover.

W. J. Geldard, '15, has been elected superintendent at the Park Ave. Methodist Church, Worcester.

Leland L. Atwood, '16, has been appointed instructor in French at Cornell University.

H. H. Blanchard, '16, has entered upon his second year of teaching in the high school at Middletown, Conn.

Eugene A. Darling, '16, is at present teaching in the University School, Patterson, N. J. Address, 384 Van Houten St., Patterson, N. J.

Lewis V. H. Judson, '16, after receiving the degree of A. M. at Clark University in June, entered the Bureau of Weights and Measures at Washington as laboratory assistant. He reports rush-work and over-time from the very first.

G. A. Morlock, '16, has been recommended for promotion in the War Department, Washington, D. C. His address is 2036 F. St., N. W.

E. W. Nelson, '16, is teaching American and English history at the Middletown High School, Middletown, Conn. Address, 65 Home Ave.

W. H. Oldenberg, '16, is residing at 2 N. Cottage St., Miles City, Mont.

David Sage, '16, is instructor at Milton Academy.

C. T. Soterides, '16, is at present industrial chemist in the scientific department of the American Optical Co., Southbridge. He is a member of Co. 121, M. S. G. Address, 62 Chapin St., Southbridge.

H. M. Sturgis, '16, is assistant foreman in the Du Pont Fabrikoid Co., Fairfield, Conn.

L. S. Thompson, '16, has left the high school at Derby, Conn., to teach in Mercersburg Academy, Mercersburg, Pa.

H. F. Lange, '18, is a government inspector, Bartlett-Hayward Co., Baltimore, Md.

M. J. Matthews, '18, is assistant principal of the Keyser High School, W. Va.

On May 23, Mr. Arthur W. F. Green, ex-Clark, was married to Miss Hilda Gregory of Reading, Pa. They are at home at 5020 Hawthorne St., Frankford, Philadelphia.

The engagement of Mr. L. L. Hopkins, ex-Clark, to Miss Ida J. Lobben, has been announced.

W. L. Magnuson, ex-Clark, was married on October 8th, to Miss Marie J. Larson of Worcester.

L. Harlow Morse, ex-Clark, wrote from 7 Gage St., Methuen on June 23; "all is well with us here; we are three now."

J. J. Rourke, ex-Clark, has received the degree of B. S. at Tufts College.

ALUMNI NEWS: CLASS OF 1917 (COMPLETE)

Francis J. Bean has been appointed instructor in biology, St. Lawrence University, Canton, N. Y.

Robert W. Bodfish is a member of the Clark Ambulance Unit. Communication from him is elsewhere referred to in this number of the RECORD.

Fred J. Brennan has entered Clark University for graduate work in history.

Ralph H. Bullard, machinist mate, U. S. N. R. F., after a very severe illness is on the way to complete recovery. His mail should be sent to Paxton, Mass.

John B. Clark is assistant director of education at the Y. M. C. A., Worcester.

Earl H. Dickey has joined the growing group of Clark Alumni engaged as special employees in the service of the Michigan State Telephone Co. His address is 88 Fernwood Ave., Detroit, Mich.

Earl T. Dunham is a member of the Clark Ambulance Unit, Neuilly-sur-Seine, France.

Raymond G. Fuller during the summer was a member of the editorial staff of the *Philadelphia Bulletin*. Mr. Fuller had previously been appointed director of the School of Secretarial Studies, Russell Sage College of Practical Arts, Troy, N. Y.

Arthur W. Goodearl is a seaman, U. S. N. R. F., Class 2, on the U. S. S. *Covington* lately stationed at the Navy Yard, Boston.

Paul G. Haire is enrolled in the Class of 1921, Harvard Medical School.

Frank W. Hanson is at present on leave of absence from the National Bureau of Standards, Washington, pending a decision as to his status in the draft.

Frank Harshowitz is at present manager of "The Boston Store," New London, Conn. He expects to enter the University in September, 1918. His present address is 36 Howard St., New London, Conn.

Robert S. Illingworth has been appointed instructor of English at Lafayette College, Easton, Pa.

Carl E. Jones has entered the University for graduate work in Sociology. He is also assistant in the College.

Joseph Leavitt is in the Production Department of the General Electric Co., Pittsfield, Mass. Address, Y. M. C. A., Pittsfield, Mass.

Charles R. Livermore is with the Clark Ambulance Unit, Neuilly-sur-Seine, France.

LeRoy E. Lundgren is assistant correspondent of the American Steel & Wire Co., North Works, Worcester.

Gregory Moradkanian is teaching in East Greenwich Academy, East Greenwich, R. I.

George F. O'Brien is a member of the Clark Ambulance Unit, Neuilly-sur-Seine, France.

Lloyd W. Perrin is principal of the Troy High School, Troy, N. H. Mr. Perrin is also taking charge of the instruction in history. His new Worcester address is 32 Laurier St.

Samuel Pitlik has been given a graduate scholarship to study sociology and statistics, University of Chicago. Address, 40 Snell Hall, University of Chicago, Chicago, Ill.

Edgar B. Richardson is a salesman for the Standard Oil Co., of New York, at present stationed in Cambridge, Mass. Address, Y. M. C. A., Cambridge, Mass.

Robert P. Russell holds a scholarship in chemistry at the University of Michigan. Address, 913 E. Huron St., Ann Arbor, Mich.

Revashanker M. Shukle is a student at the Harvard Medical School, Longwood Ave., Boston.

Everett H. Smith is with the Clark Ambulance Unit, Neuilly-sur-Seine, France.

Joseph M. Stanton is a member of the Second Plattsburg Camp.

Eugene Stevenson is a special employee, Michigan State Telephone Co., Detroit, Mich. On July 17th, he enlisted in the Naval Reserve and expects soon to be called into service.

John B. Titchener is with the Clark Ambulance Unit, Neuilly-sur-Seine, France.

Walter F. True is with the Clark Ambulance Unit, Neuilly-sur-Seine, France.

Cecil R. Williams left for Toronto, Ontario, on Sept. 17th, to join the Canadian army. His mailing address is 8 Fairfield St., Worcester. At present he is stationed at East End Barracks, 2d Central Ontario Regiment, Co. C, Hamilton, Ont.

FACULTY NEWS

Dean Porter gave two courses at the Summer School, University of Indiana: Mental Pathology and the Psychology of Religion.

Professor Frank B. Williams sailed for France early in October to help in the work that the Y. M. C. A. is undertaking on behalf of the soldiers who have left the trenches for rest and recreation. At the first General Assembly of the year, he explained the character of his mission and the urgency of the call to which he is responding. Part of his College work during the present year will be done by Dr. Louis Thompson.

Professor Leslie C. Wells, after a period of training at the Plattsburg camp, has been commissioned captain in the infantry branch of the service. He is at present stationed at Camp Devens, Ayer, Mass. His courses in French are to be given by Professor Uppvall.

Dr. Field was engaged in government work during the summer, when under the auspices of the U. S. Bureau of Fisheries a reconnaissance of the mussel beds on the north Atlantic coast was made to determine the amount of available food which may be supplied from this hitherto little utilized resource.

During the summer Dr. G. F. White was employed by the U. S. Public Health Service in the Division of Pharmacology, Hygienic Laboratory, Washington, D. C. His work consisted in the preparation of stable forms of various physiologically active substances, some of them of direct clinical value. He was also engaged in a study of the nature of the active principle of pituitary extract, which for the past few years has been utilized in obstetrics, but without any knowledge as to its composition.

During the summer Dr. Goddard supervised meteorological researches at Clark University and at the Worcester Polytechnic Institute.

Dr. Geissler gave two courses at the Summer School of the University of Illinois. One was on Educational Psychology, for undergraduates; the other on Mental and Physical Tests, for graduates. These courses are ordinarily given by Professor G. M. Whipple.

Mr. Uppvall, during vacation, delivered addresses as follows:

War propaganda and the Church, on August 5th, at a convention of the I. O. G. T. of the State of Illinois, Geneva, Ill.

The Working Man in early Colonial History, on August 9th, before the local I. O. G. T., Rockford, Ill.

The Co-operative Commonwealth, on September 2, before the Scandinavian Lake Association, Shrewsbury.

MILITARY NOTES

CLARK AMBULANCE UNIT IN FRANCE

The headquarters of most of the members of the Clark Unit is still, so far as the RECORD is aware, American Red Cross Military Hospital, No. 1, Neuilly-sur-Seine (near Paris), France.

The history of the Unit from the time it left New York is best told in the words of the men themselves.

Mr. J. Henry Lanois, '15, wrote on July 1st, describing first of all the voyage to France: "The first four or five evenings were certainly pleasant ones, the Clark Unit covering itself with glory by singing national songs, both in French and in English. There were other units on board, but for some reason or other they were lifeless. We were received with open arms and one of the teachers (an instructor in a private school in Cleveland) even went to the extent of forming a French class for us, which met every afternoon for an hour.

"On the sixteenth we had a little experience with a submarine. The pirate was first seen about two-thirds of a mile away coming rapidly towards us. Immediately our gunner in the stern got busy and fired five shots, which came mighty close to the target. The pirate evidently decided that it was not a safe neighborhood for it, as it disappeared after having fired only one torpedo, which missed us by about thirty yards. I shall never forget the coolness displayed by everyone, particularly by the women. There was no hurrying, yelling, nor excitement. We all put our "ceinture de saufage" around us and quietly watched the fun. We were then about 1000 miles from France. Two or three hours later we received a wireless stating that a Brazilian vessel had been sunk in the neighborhood and had lost over 300 passengers. Nothing else happened to us until we reached the Gironde River, when we nearly ran into a field of mines.

"We landed at Bordeaux about five o'clock on the eighteenth. The inhabitants received us with loud shouts of "Vive

les Americans!' They were delighted to see us. At 10 P. M. we were on our way to Paris, traveling third class, and there being seven of us in each compartment, not one of us slept a wink. We reached Paris at about 9 o'clock Tuesday, and went immediately to Rue Raynouard, the headquarters of the field service."

The unity of the group has been a good deal broken up, if it has not actually disappeared. Mr. Cottle has already arrived home. Mr. Clee left the group soon after it had been located, when the transfer to the service of the American government was made. On the other hand Mr. Reopell, '18, has joined the group. Mr. Reopell, Mr. Lindsey and Dr. Knight were chosen by lot to go to the front to make up the complement of another unit, leaving the others still at Neuilly.

Mr. Reopell, who went to France as a member of a Harvard unit, has described his first days in France in a very interesting way:

"This is the first time I have had a chance to write; really I have been very busy since the time I landed in Bordeaux a week ago (the 18th) at 7 in the evening. I have been truly busy and much has happened. We were in the River Gironde almost up to Bordeaux when I mailed the last letter; as a matter of fact, the post office closed exactly as I handed in my letter. We landed O. K. and marched a mile to the railroad station. We had an hour to wait about Bordeaux, but had little time to see the city and were not particularly impressed. Just before we got on the train for Paris we entertained the crowd with some American ragtime.

"We left Bordeaux at 10.30 that night, after being given a lunch to take on the train. We traveled third class, and of course got no sleep. We reached Paris at 8 the next morning and marched to the mansion at 21 Rue Raynouard where the American Field Service has its headquarters. It is a wonderful old mansion with gardens and subterranean passages and all those things that go with the old French chateaux. Benjamin Franklin and Mrs. Franklin stayed there when they were in France.

"After registration and preliminaries we were assigned barracks and messkits and settled down to business. We were to leave for the front for transport service on Saturday, the 21st, at 8 o'clock. We were given guns, steel helmets, and gas-masks, and we were all ready to beat the Boches.

"Friday afternoon I was almost knocked speechless when 'Rupe' Lindsey, a member of the Clark unit, stepped into the barracks and yelled 'Hello, Charlie.' Well, folks, it did my heart good to see him again. The boys had changed over, not to government service, but to the place from which this stationery is issued. It is a wonderful place and was originally intended for a school, but was changed into a hospital at the beginning of the war. Later the same night, two more of the boys came over to see me. I was held up on going Saturday on account of a slight case of tonsilitis. The doctor told me to lie over for two or three days, and then follow the boys to the training camp. During the interval in which I was recuperating I got word that the hospital at which the boys were stationed was to be taken over by the U. S. government, and that later the boys would have a chance to enlist in the Medical Corps of the Army. There was only one thing for me to do and I did it. I secured an honorable discharge from the American Field Service and came over here.

"Now I am with the boys and ready to go to work here in Paris carrying 'blessés,' as they are called, in the gray 'voitures.' On each ambulance is painted 'American Red Cross Military Hospital, No. 1.' I was present at the formal changing-over ceremony Sunday, July 22, a very impressive one, indeed.

"So I am now stationed at an American hospital, and have signed up for six months. When things get settled so that we know where we stand, I shall get over into the Medical Corps. We get wonderful care here; the food is very good and medical attention is always ready. My tonsilitis is all O. K. now, thanks to a wonderful gargle that they gave me here. I was weighed the other night and have gained two pounds. I never

felt better in my life. The work here is the carrying of the wounded from the trains that come in from the front to the numberless hospitals here in Paris; we also carry the convalescents from these hospitals to the smaller hospitals out in the country.

"Well, folks, Paris is not the Paris of old, but it is still in many ways Paris. It is so absolutely different from anywhere else. They still have the great two-wheeled carts, some drawn by horses and some by men. It is rather a shock at first to see women conductors and motormen on the street cars, but one gets accustomed to such things. The cars we use here are, for the most part, Panhards, French cars. We have also some American cars, and a few grand old Fords."

The most noteworthy single general event in the history of the unit has been the transfer from the American Field Service to the American Ambulance. In the former service the men might have been called to do transport work of any kind, including the carriage of munitions. Indeed the section of which Mr. Clee is now a member was recently cited for bravery in unloading munitions under bombardment. In the American Ambulance service, of course, only the wounded are transported.

Another difference between the two is that those in the American Field Service are enlisted for six months only and may return, as Mr. Clee intends to do, in December, while most in the American Ambulance are enlisted for the duration of the war. But both serve the French army. It is not unlikely that the next change will be a transfer into the service of General Pershing's army. It seems that the freedom of choice of service and work tends to be more and more limited, perhaps soon to be done away with entirely.

CLARK MEN IN MILITARY SERVICE

Lewis W. Everett, '08, is a sergeant in the 6th U. S. Infantry. He is to act as interpreter.

Samuel F. Bumpus, '09, has been appointed general secre-

tary of the Y. M. C. A., Melrose. He expects to participate in the Y. M. C. A. work at Camp Devens, Ayer.

Howard K. Dilts, '09, is a 2d lieutenant, Camp Devens, Ayer.

Dr. W. J. Fay, '10, has been commissioned a first lieutenant in the medical corps, 102nd Regiment, U. S. Infantry, stationed at New Haven, Conn. Dr. Fay was lately married to Miss Rena G. Courtney of Worcester.

Dr. Roger W. Schofield, '10, of Worcester, spent three months in training in the medical corps, Fort Benjamin Harrison, Ind.

Philip D. Wesson, '10, was commissioned lieutenant after training in the first Plattsburg camp. He was lately married to Miss Marion A. Warren, of Worcester.

Robert Kirkpatrick, '11, visited the College lately, after a period of service as captain and quartermaster in the Canadian army, England.

Dr. E. S. Belisle, '12, after passing all examinations of the U. S. Army Medical Examiners Board, has been named first lieutenant in the medical corps. At his own request he left for the firing line shortly after his appointment.

J. R. McCurdy, '12, was engaged in Y. M. C. A. work at the First Plattsburg Camp.

H. E. Brown, '11, is on the U. S. S. *South Dakota*. Address, in care of the Postmaster, New York, N. Y.

Lester C. Leach, '13, is a member of Co. E, 6th Regiment, Mass. Infantry, formerly stationed at Camp Darling, Framingham, Mass. His engagement to Miss Jessie Knight, of 130 Franklin St., Framingham, has been announced.

Earl W. Thompson, '13, has been commissioned first lieutenant in the Coast Artillery section of the Officers' Reserve Corps, stationed at Fort Monroe, Va. The appointment followed instruction at Madison Barracks, N. Y., and Fort Monroe, Va., from May 15th until Aug. 15th.

Robert H. Cannon, '14, is a member of the 66th Aero Squadron, Kelly Field, So. San Antonio, Texas.

C. Z. Christopher, '14, has been attending the Naval Reserve Radio School (Co. 9), Harvard University.

R. J. Godfrey, '14, was drafted into the National Army at Chicago, Ill., and ordered to report for duty on September 1st.

J. C. O'Brien, '14, after a period of service in the medical corps of the navy at New York City, has gone west for his health. Home address, 792 New Britain Ave., Hartford, Conn.

Early in July Mr. S. M. Fitchet, '15, while in training at Plattsburg, was one of three to be buried in a trench which was being constructed. Mr. Fitchet was for several weeks confined to the hospital, but received at the close of the camp a commission as captain. His engagement to Miss Helen Gates of Worcester has just been announced.

R. T. Gifford, '16, is a private in Co. C, 307th Regiment, 77th Division of the U. S. Army, stationed at Camp Upton, Long Island, N. Y. (Barracks P-22).

A. B. Husband, '15, was a member of the First Plattsburg Camp.

Carroll C. Pratt, '15, is in the Signal Corps Training School, Co. F, University of Vermont.

L. C. Todd, '15, was a member of the First Plattsburg Camp.

C. M. Webster, '15, is a member of the U. S. Army Hospital, No. 3, A. E. F., via New York.

W. J. Wilson, '15, has been drafted into the National Army at Chicago, Ill. He is stationed at Camp Grant, Rockford, Ill. (Ambulance Corps).

Harold D. Woodbury, '15, is in France as a member of the Quartermasters' Corps of the American Army.

P. R. Dawson, '16, is at Camp Devens, Ayer, Mass. He is a member of the 1st Co., 6th Provisional Training Battalion, Depot Brigade.

T. B. Joyce, '16, has joined the Medical Reserve Corps. Address, 165 Lexington Ave., New York, N. Y.

H. H. Sloan, '16, has been drafted into the National Army.

R. D. Harper, '18, has enlisted in the medical corps, serving at Salvoy, N. Y.

Rupert W. Lindsey, '18, gives as his mailing address, S. S. U. 24, par B. C. M., Paris, France.

Charles A. Reopell, '18, left Worcester about July 4th, as a member of the American Field Ambulance. In due time he joined the other Clark boys at Neuilly-sur-Seine and was one of three chosen by lot to make up a unit going to the front.

H. Eugene Simmerer, '18, after being transferred from Bumkin Island, Boston Harbor, to Portland, Maine (Holyoke Wharf), is now in the Naval Cadet School, Harvard University.

Lewis C. Tatham, '18, after engaging in agriculture during the summer, has been drafted into the National Army and is now presumably at Camp Devens, Ayer.

George R. Thompson, '18, has been commissioned sergeant in the Medical Corps of the regular army. Address, Field Hospital B, Camp Meade, Baltimore, Md. Sergeant Thompson has lately written: "For the sake of the College I did my best to make the three little bars on my sleeve, so that she might say that one man, accepted on condition, was not a total failure."

F. V. Uhrig, '18, is a 1st class seaman in the Naval Reserve Coast Defense at Bumkin Island, Boston Harbor, specially detailed to dock service.

Edward Earle, ex-Clark, has enlisted in the U. S. Marines.

A. H. Erickson, ex-Clark, has enlisted in the Naval Reserve Corps, Newport, R. I.

LETTERS

Lt. A. Anselmi, '13, writing from Camp Custer, Mich., says in part: "One has no idea how the military life keeps one busy unless he has had a taste of it at some time or other. A soldier's hours are twenty-four; you are at it all the time, especially with this new army where the path must be broken as we go along.

"As you can see, I am assigned to Co. D. At the present we have one hundred and twenty men in the company,

mostly foreigners. Believe me, it is some job to teach these men how to do "Squads Right," etc., when they cannot understand the English language. When the day's work is done I am tired, for it is a long one. From 5.30 A. M. to 9.00 P. M., being on the go all the time makes me tired both physically and mentally, but war is hell, so on with it."

Lt. Anselmi's letter, written at the suggestion of the RECORD, is dated September 26, 1917.

Dr. E. S. Belisle, '12, writing from 18 Rue Delattaque, Paris, says: "I see by the July number of the CLARK COLLEGE RECORD that all my younger classmates are patriots in the making, and hope that one and all they shall yield even to their last drop of blood for our Cause.

"Vive la France! Vivent les États Unis!"

At the request of the RECORD, Mr. Bigelow, '19, has written a second letter concerning his work in the Naval Reserve:

"Again I must apologize for my tardiness and again I must present as an excuse the fact that there is still a deal to do.

"When I wrote you in May, I said that I should like to write again in a month. Four months are better, but there has been so much doing that I have no hopes of telling of it all.

"Enrollment has long ago ceased to be the most important activity here, the training of men for service in the Naval Reserve having superseded it. It was a very considerable problem for the officers attached to this Section to decide what the correct method of procedure was in training men to hold the ratings which they had been given when they enrolled. In the first place, a man's rating proved to be no criterion. Many a seaman was the superior of his division officer who might be rated 1st class boatswain's mate. And by the same token, many a chief petty officer proved utterly incapable of living up to his rating when put to the test.

This could not be otherwise, for men were rated (usually) in accordance with their own statement of their qualifications—and the modest fell by the wayside. Furthermore, no one knew exactly what service would be expected of the men, for while they had enrolled for Mosquito Fleet service, the calls were for shore and transport duty to a large extent. Under such conditions, it was a very real 'job' to train three or four hundred green men in one short month for efficient service. I do not pretend to understand how our officers solved the difficulty, but the fact that Section No. 1, Third Naval District, is being called upon daily for more men, by stations and vessels to which details were sent months ago, bears witness to the fact that our men have made good. The Training Station at New Haven has won a reputation for turning out good men in a hurry.

"An increasingly rigid censorship makes it impossible for me to tell of a thousand things which I am sure would interest you, but it is not hard to realize the necessity of such a censorship.

"To talk of myself a little, I was relieved from enrolling duty some months ago and have since been engaged in doing odd jobs in the office of the Section commander. At present my work consists mainly of keeping track of the records of the men who have been on duty here. This is very exacting work and is of considerable volume because of the numerous transfers and the coming of men to fill up vacancies so caused.

"I still remain a 3rd class yeoman, but I hasten (in my pride) to add that I was recommended for a first class rating as long ago as June. Promotion, however, seems to be tabooed among the powers. It really makes little difference, for to realize that one's work is satisfactory is enough. If it were not for the fact that the matter of rank and rating is of supreme importance in the Navy—a man is seldom able to be better than his station—this delay would mean nothing at all. I have hopes for the future.

"A number of college men here are being relieved from

active duty to resume their studies. I have decided to remain, however, where I am. It is a great problem to choose the right course and what is right for one is wrong for his mate. Perhaps I have acted wisely, perhaps not. Who can tell? At any rate, I can hope that a swift consummation of the Great War may release us all and that I may return soon to Clark.

"My best wishes to my many good friends at College go with this letter. Whether Clark's sons put forth their efforts in the trenches of France, on the waters of the great sea, in duties on the home shore, or, after the war has ended, as leaders of a new and greater democracy, I am certain that they will never be found lacking.

"The whole world flocks to the motto, 'Fiat Lux.'

"Sincerely,

(Signed) "KARL WORTH BIGELOW,

"Yeo. 3rd class U. S. N. R. F."

Section 1, 3rd Naval District,

New Haven, Conn.,

15 September, 1917.

R. W. Bodfish, '17, writing on September 4, from France, said: "The same old work goes on here. It is not heroic but useful. We are not any too active, however. There is a great deal of time to lounge about as a result."

In a letter dated July 3 (Neuilly-sur-Seine), Mr. Bodfish wrote: "This Paris work consists in taking men from the hospital trains and then by ambulance to the various hospitals, the severe cases being brought to the hospital here at Neuilly. This may not sound very heroic, but it is a noble work and one that it is very necessary to have done. The calls usually come at night because of the psychological effect which ambulances have on the French people. With two to a stretcher, the boys enter the hospital trains and carry out the *blesés*. After a little nourishment has been given them by nurses, the men are carried out to the awaiting ambulances. A heavy man makes no very light load, you may well imagine."

Following are a number of selections from the diary of Mr. Oliver W. Cook, special student, now in the ambulance service in France. This diary is kept for the benefit of his relatives, who have permitted the RECORD to print as follows:

HOSPITAL AMERICAIN DU COLLEGE DE JUILLY (SEINE-ET-MARNE)

Monday, August 20:

"I came here, forty kilometres north of Paris (30 miles) to-day. This branch hospital is at an old college. Only a part is used for hospital purposes, the rest is having regular summer vacation. Some of the buildings were commenced in 743, and the sons of nobles were educated here at first, tho now it draws from all over France and South America. Napoleon's brother attended here once, and the bed that he used on visits is kept as sacred. We have here twenty-two nurses and from one hundred and fifty to two hundred wounded; five ambulances from Neuilly came, including Bodfish and Lyon.

"I wandered around this afternoon and found emplacements in the woods behind the College where the French '75's' were active in the battle of the Marne, about five miles away over the next hill. There are holes in the walls of some of the College buildings for firing, had it been necessary. This town is included in the 'war zone,' altho forty miles from the present front lines. I hear the firing in 'the still watches of the night,' and it often shakes the windows. All telephones are commandeered in the war zone, and one has to go thru a lot of red tape to use them at all. Found some green apples this afternoon in my wanderings, and miles and miles of shocked wheat and oats line the road out from Paris. I passed by monster city stock yards at Pautin gate, where the meat for the armies is stored on hoof and on the hook—cattle, sheep, pigs, etc., acres of them.

"Juilly is just a sleepy few buildings, town church, and college. The church and the college each has a striking clock which strikes the quarter hours, each on discordant bells.

The bells of the quarter hour and of the hour are different tones on each building. One clock is about five minutes ahead of the other, so that bells are ringing most of the time. Takes four seconds between strokes on the church clock, so midnight seems to take a half hour to strike."

Tuesday, August 21:

"Went out to a monster aviation field and training school, at 'Plessis Belleville,' a few miles beyond St. Souplets. Was on duty with ambulance for possible falls.

Wednesday, August 22:

"Too tired and dusty to write last night. Went out at 7.00 in the morning—cool, misty a tiny bit. Have you read "The Hill-top of the Marne?" I'll have to read it now, for yesterday in the cool damp of a wonderful morning I went over thru Monte, and on over the "Hill-top of the Marne," on my way to the aviation field. From the hilltop the view out across the Marne valley was wonderful, with mirages like California's, and the fields of shocked wheat, thousands of acres in extent, and rows of symmetrical sycamores along the country roads were also like the palms in California. But I couldn't stop long to look. I passed some trenches, dugouts and wire entanglements used in the battle of the Marne. Do you remember reading of how some General (Gallieni?) commandeered the taxis of Paris and rushed 60,000 soliders to the Marne from Paris? They went past the door here.

"I had been at the aviation field an hour (watching the planes), when a telephone call came in of a fall near Ermonoville. A French doctor was sent along to show the way, and we finally found the poor chap in the woods, some distance from road or house. He wasn't a pretty sight. I backed the ambulance a half mile or so into the woods to get him, over a wood road. His plane was smashed, engine partly buried itself in the earth, and broke off short two birches about 12 inches thru. He wasn't mangled externally, and his ever-present wrist tag identified him. We left him at Ermonoville on the way back to the field. I took a few snaps, mine being

the only camera there, and the doctors asked for copies.

"I didn't go up in a plane, for calls were so frequent. There were some 500 planes in about 50 big canvas hangars, with wooden framework. The wind wrecked three hangars and \$200,000 worth of planes a week ago. I counted only 30 planes up at the same time, monoplanes, bi-planes, tractors, pushers, rotary and V-type motors, single screw, and two screw machines, big, little, and intermediate,—all sorts. An afternoon call reported a fall near Dammartin, but when we found the place, the plane was only hot rods, wires and smoking wood. The pilot had gone back to the field in another plane. When I came back to Juilly in the evening (9.00) I brought in a carpenter with a broken leg; so came slowly, third speed most of the time. Going down the further side of the hilltop of the Marne was a long easy slope, some two miles long, perfectly straight, and I put her in neutral and let her go. Must have coasted three miles, and the ambulance is so heavy that it rides very smoothly.

"Bodfish was on duty at Plessis Belleville today, and I rode out to St. Souplets with him, to walk back. Walked thru the dugouts and took some snaps. Found some luscious blackberries which I brought in for dinner. Found two bullets by the roadside. Am on duty there again on Sunday. The old women and children glean the grain fields for each individual spear left by the binders, like Ruth. Snapshotted some.

"Evening: Spent all afternoon fixing leak in the gas tank on ambulance. I finally took the tank out of the machine and had a good time taking it out into the village to get it soldered. Lots of fun to try to get yourself understood. I saw a real moving picture scene this afternoon—a flock of big geese, or ganders, marching down the high-walled street, big square paving stones, and geese all honking (and stretching their necks) to beat the band.

Thursday, August 23:

"Went in to Paris to carry six wounded. Bod. had four. Went across to Neuilly and spoke to the fellows. We all

bring our laundry out here, for they do it for nothing.

Friday, August 24 (evening):

"Walked over to Dammartin this afternoon alone. Went into the two ancient churches. The town is on a hilltop, and one way can be seen the aviation field where we go, and the opposite direction can be seen the Eiffel Tower, so Dammartin is a signal station. It had a place marked "Military reservation, public forbidden," in French, but I made believe I couldn't *savvy* French and went up. There was a big searchlight and a thing to warn Dammartin village of approaching Germans, a big series of megaphone-like things hitched to a motor-driven thing like an auto horn. Crossed the Nord Railroad at St. Mard.

Saturday, August 25:

"Went out to the aviation field with the man who was on duty today, in hopes I could get a chance to go up. The other fellow went up first while I was in waiting with the ambulance, and as it happened I was called out to haul in a mauled-up man. In the morning I wandered around and picked up some cartridges and bullets used in their aeroplane machine-guns in practice firing. They fire at a pile of sand about 50 feet in diameter, circular. The machine-guns (they call them 'mitrailleuses') are mounted in a fixed position on the plane body, pointing ahead. It is aimed much as is a submarine, by aiming the whole craft. On the tractors the gun is automatically timed by the engine, so that it fires thru the screw, missing the blades (two-bladed). That seems impossible because the propellor goes so fast (1200-1700 revolutions per minute), but it works. It looks pretty to see the whole machine head direct for the ground, perpendicularly, and blaze away, then slide up again, seemingly just in the nick of time. Took several pictures. At noon we went to Senlis with a wounded man. Saw hundreds of houses that had been burned and blown up by Germans (probably Uhlan raiding parties at the time of the Marne battle). While the other man was flying, I was called to the chateau of a French

senator and duke in the town of Montagny. A man had had his head jammed between the roof of an elevator and the floor. He did have a fine looking head, and spit blood all the way home on the ambulance floor, but he will live all right.

"In Dammartin yesterday about every other house door has a sign on it saying "*Cave, coutenant... personnes*" (varying numbers), as bombproof refuges. I made an awful mistake not getting someone to show me down.

"Every 5th bullet fired by the plane machine-guns is a luminous bullet, leaving a trail of smoke and a light, so as to rectify aim, etc."

Sunday, August 26:

"There were some German prisoners at work harvesting oats just across the road from hangars. Each one has big letters "P. G." on the back of his coat and the front of each pant leg in white paint. Stands for "*Prisonnier Guerre*." I asked one how things were going with him, and he grinned way across and answered: "*Ganz gut, mein Freund*." They are not guarded, but during the morning a *Boche* came into the aviation camp under guard of a Frenchman with a rifle on his shoulder.

"Their binders are McCormicks, but hauled by 4 white oxen. Instead of mowing round the piece, they mow on one side only, then go back, empty, and come down again, so that they really mow only a half day out of a day's time.

"One of the professors of the College (a Belgian who teaches German and speaks English well) took us over the buildings again. He showed us the bed Napoleon slept in (he is using it at present), and some wonderfully handsome cabinets and dressers of the empire period, made of bird's-eye maple and worth a fortune."

Tuesday, August 28:

"After to-day's wind the women and children are out with bags and baskets picking up the bark that peels off the sycamores along the streets. '*Blvd. Victor Hugo*' is lined with them, both sides, and the new skin, laid bare by old falling off, is a weird sight.

"In the bottom of the gas tanks on some of the aeroplanes is a plug, and if the tank gets set on fire by German incendiary bullets, the pilot pulls out the plug and the gas runs out; then if the pilot points the plane perpendicularly at the earth, the rush of wind will literally wipe the fire off and give him another chance to get away. The '*Spads*' (a new biplane) go at some 120-150 miles an hour. Their wheat is heaped up in stacks with a thatch on top, to await transportation. Yesterday a bunch of French artillery went past the aviation field—perhaps 200 men, helmets, etc., a half dozen '75's,' ammunition caissons, camp cookery and tent wagons, and all the fixings. Don't know where to, and they didn't. Everything military, men, helmets, wagons, cannon, autos, etc., painted the lead-gray color. Some of these '75's' yesterday were painted what you read of as 'camouflage,' meaning irregular daubs and streaks of green, brown, etc., mottled to make them indiscernible from the planes above. The roofs of many of the ambulances are painted the same way.

"The boys get very few packages, not more than four to the whole unit so far. They don't get thru—don't know who does get them.

"There are miles and miles of wire entanglements across the fields and in the woods on the way to Plessis Bellville, not barbed wire but smooth, and big as a pencil. It is in strips say 50 feet wide and then a strip of open ground, then another wired strip. The trenches zigzag across the fields and are now overgrown with wheat and weeds. These entanglements and trenches were put up after the Marne crisis, so as to be ready should it be necessary a second time. In about every bank or knoll are the dugouts and trenches."

Lt. Arthur B. Giroux, who has already received sailing orders, has written for the RECORD, by request, the following account of life at Plattsburg:

"It was with no little fear and trepidation that the student-officers were gathered at Plattsburg away back in May and began the three months' training. Those of us who had had

previous military training could easily note the difference in method, attack and preparation, and ere the first day was over knew that we were in for a most grilling task. But war was with us and we had to do or die.

"For our first month all of us were students of infantry, "doughboys" as we call them, and from early morn we were kept busy until the shadows of night had fallen, having all that the infantry man must know. Kipling's 'Boots, boots, boots,' never had a truer application and it was a continuous drill, drill, drill. Close and extended order, manual of arms, bayonet and saber, physical exercises, small arms firing, semaphore signalling and wigwagging, map reading and sketching, road marches, field problems and attacks, small problems for infantry, field service problems. All this, plus two hours' study at night, completed our work and the first month's training gave us a foundation, fashioned and formed by West Pointers, that could stand all that we were to get later.

"And now came the time of separation and speculation. Those of us who did not cherish killing and fighting at short range decided that we would go into artillery when the right time came. At the end of two months' training, the division was made and I found myself in the first battery of field artillery. How we worked! Looking back over it now I see that the first month was a pleasing vacation compared to the last two. What a legion of new things we had to learn! Mathematics, mechanics, chemistry, metals, explosives, calculation of firing data, telegraphy, the buzzer system, intensified semaphore signalling, equitation, diseases and care of the horse, leather and leather equipment, harness, horse shoeing, position, panoramic sketching, map reading, tracing of field artillery details, sanitation, mess, and paper work. Hardly a man among us thought that he could do so much in so little time. It meant, of course, fourteen to sixteen hours a day, but the hardening process had been successful and we stood the strain. Toward the end, suspense was added to the strain of the work, for we then began to worry about the com-

missions. From Plattsburg Training Camp the sign at our station read Plattsburg Worrying Camp. At last the announcements came out and many were glad and many were sad, but all were good sports.

"To France, to Ayer, to Yaphank, to Sheridan, to Washington we were ordered, and the best of pals had to say 'good-bye.' But perhaps the 'bunkies of Plattsburg' may be the 'trench mates of Flanders,' and we all hoped we should meet again across the seas.

"Those of us who are happy to be of Clark were quite fortunate at the camp. And some hope to join the unit who is doing such a work of honor, sacrifice and charity 'overseas.' The Clark sons at Plattsburg know that their errand may not be so kind and tender, but just as necessary if 'the world is to be made safe for democracy.'

"In closing, I might say that I know and feel that every Clark man in the war, no matter whether he be in the trenches and back of the lines, knowing Clark and her ideals, will live up to these ideals. For God, for country and for Clark, the Plattsburgers will 'do their bit.'

"Kindly remember me to all my kind friends of Clark, and wishing 1918 the best of success, I remain

Yours very sincerely,"

(Signed) ARTHUR B. GIROUX, Clark, '18,

Lieut. Adjutant General's Dept., U. S. A.

Congress Hall,

Washington, D. C.,

August 28, 1917.

C. R. Hicks, '15, while at Matsubara, Kyoto, Japan, wrote: "Leaving here to convalesce at Karinzawa, a resort about 3,500 feet above sea level, near the active volcano Azama.

"Last Monday all Americans between the ages 21 and 30 had to register, that is, all who were then in Karinzawa. Everybody in Japan will soon be registered. It is not expected that any who have not special training will be called; some have volunteered."

On September 3, Rupert W. Lindsey wrote about life at the front:

"When we first arrived we were put into active service. Thru the great drive we worked day and night, with little or no sleep, irregularly eating boiled beef and war bread, always carrying *blessés* from our four *Postes de Secours* to a hospital back of the lines. It was work, work, work, but wonderful work; and I am mighty glad that I had a chance to participate in it. A few of the fellows refused, but we three Clark men (Mr. Lindsey himself, Mr. Reopell and Dr. Knight) stuck thru it all with the best of them, I am mighty glad to report.

"Surely after three weeks of that, serving the only *postes* on the front which were between the French and *Boche* batteries, in clear sight of everything, often seeing men killed on the road, horses and riders knocked to atoms, caissons wrecked and roads torn up; after running thru shell, fire and gas, one knows what this war is. What Sherman said does not apply to this war; his words were not strong enough."

Mr. Morlock, '16, has written the following account of the War Department at work. This was done at the special request of the RECORD:

"When I arrived in Washington on April 20, 1917, I found the Ordnance Bureau a small institution comprising the Chief of Ordnance, assisted by thirteen West Point graduates, and eighty-nine clerks. Its four main sections were Carriage, Gun, Small Arms and Equipment Divisions. I was fortunately assigned to the last named and have since seen it grow from one officer and ten clerks to seventy-four reserve officers, an equal number of inspectors and about 175 clerks. After outgrowing quarters three times and moving from as many locations, we seem at last to have settled down for the duration of the war.

"Hundreds of men have been commissioned reserve officers since June 1 and the country in time will ask whether the best men available received these positions. So far as the

Equipment Division goes, I think I can answer immediately that the very best have been chosen. The Major was allowed a free hand in this work and no other man perhaps in the country was more eminently fitted for the task. His acquaintance with business men extended over the entire United States and his experiences had brought him in touch with men engaged in all branches of industry and trade. It is natural, of course, that the men he chose to take charge of purchasing in the eight divisions above-mentioned were those with whom he had business dealings for many years and who were therefore among his most intimate friends. But they were all tried and proven and were earning salaries of from \$6,000 to about \$100,000 per annum,—as in the case of one of them. One or two may have been born rich, but at least one possessed only a grammar school education and had worked himself up by force of personality and rare ability to a very high place indeed. I believe one may conclude, then, that these gentlemen were fairly chosen from as large a field of candidates as was possible to consider in a short period of time.

“And what I have just said of the choices of the Major I may also say of the choices made by each Captain, who developed freely his own particular department. Each has several Lieutenants to assist him and these, for the most part, have been selected from among those best known to the Captain. The thing that matters to the country is really not so much how these men were chosen as what is their ability. Again, I have only to say that they are all making good and are on the average about three times as capable men as the government honestly has a right to expect for the \$2400 or \$3000 it chooses to pay these officers.

“Being a clerk myself, I am prejudiced and therefore am not in a perfect position to judge of their abilities. You will pardon me, no doubt, if I state that of the six hundred who have been added to the Ordnance Bureau since May 1 that about two-thirds have come to Washington out of patriotism

as much as for the money they receive. Many are here at lower (or equal) salaries than they earned working for private corporations. The girls, who, by the way, represent two-thirds the total number of clerks, are earning somewhat more than they did back home. But isn't it worth something to give up home and friends and travel to Washington from New England, Texas, Tennessee, Missouri, Iowa and even California, as some girls have done? These girls are doing very satisfactory work, but it is extremely doubtful whether the War Department will care to retain them after the war is over. In *ante bellum* days girls were tabooed.

"Between April 1 and June 1 was spent by the War Department in drawing all necessary plans for future organization and activities and these plans have all been successfully put into operation in the three months that have elapsed since the day organization began in earnest. The War Department is to-day doing a very efficient work and it will not be its fault if our soldiers are not the best equipped in the world. They are already such and I have no doubt but that they will soon be achieving magnificent victories against the most desperate war machine ever known to history."

(Signed) GEORGE A. MORLOCK.

Washington, August 30, 1917.

ANNUAL REPORT TO THE BOARD OF TRUSTEES

THE LIBRARY OF THE
JULY 19 1931

UNIVERSITY OF ILLINOIS

Each year the administration and the departments of the College are required to report on the work of the past year. A few excerpts from the reports of 1916-1917 are as follows:

PRESIDENT SANFORD'S REPORT: "The Dining Hall, largely on account of the rising cost of provisions, came thru the year with a larger deficit than usual. . . . Miss Florence G. Taylor, of Detroit, has . . . been appointed as Dietitian and Manager in place of Mrs. F. H. Buxton, in charge for the past seven years. In noting this change I cannot refrain from expressing the high personal regard in which Mrs. Buxton has always been held and our appreciation of the loyal and devoted service which she has always rendered. The Dining Hall has served its social purpose satisfactorily as in the past, and has justified its continuance even (if necessary) at a certain degree of financial loss.

"The greatest need of the college remains a financial one . . . namely the receipt of a sufficient income to bring the scale of salaries of the staff up to the new standards set by the best New England colleges, and to take care of the still further increase in salaries which is sure to come in the future. We still lack a dignified and convenient Assembly Hall for general college gatherings, and in the Department of Physical Training a swimming pool in connection with the gymnasium, but equipment is always secondary to men and we can get on better with inadequate tools than with underpaid instructors."

DEAN PORTER'S REPORT: "For some years it has seemed desirable that our students be given more of social training than they had. Last year an attempt was made to start a series of social functions which would enable instructors and students to meet each other in a purely social way. For various reasons no action was taken. I yet believe that something definite should be tried in order that our students may have more of social opportunity and training."

¶The Record is published quarterly by Clark College, Worcester, Massachusetts, in January, April, July, and October. ¶Entered as second class matter, March 27, 1906, at the Post Office at Worcester, Massachusetts, under the Act of Congress of July 16, 1894.

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ALUMNI NUMBER

APRIL, 1918

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Alumni in Service*

UNIVERSITY OF ILLINOIS
NOV 1 7 1918
Administrative Library

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Clark College Record

Vol. 13

April, 1918

No. 2

Published Quarterly by Clark College, Worcester, Massachusetts

GERMAN WAR PRACTICE

Destruction of the Library of the University of Louvain

From an article in the London Times of November 4, 1915, by M. E. Durham, quoting Professor Leon Van der Essen, who had recently seen the librarian, Professor Delannoy, who went to the spot August 27, 1914, to see whether anything could be saved.

"The Germans did not penetrate the building, but contented themselves with smashing the main window looking on the Vieux Marché. Through that window they introduced some inflammable liquid and fired a few shots, causing an immediate explosion.

"On the night of Tuesday, the 25th, a father of the Josephite College, which is located a few yards from the spot where the Germans smashed the main window, called the attention of the commanding officer to the fact that the building he was going to destroy was the University Library. The officer replied, textually, 'Es ist Befehl!' [It is the order.] It was then 11 p. m. These are the facts."

That our own Universities and Libraries have not suffered the fate of *Louvain* is due to the unbroken line of our Allies. To secure to all peoples, great and small, self-government and the peaceful use of learning, the United States is at war.

SCHOLARS may help by saving now to
buy Liberty Bonds for themselves and
counselling others to do so.

LIBERTY LOAN COMMITTEE OF NEW ENGLAND
Liberty Building, Boston

IF WE WIN

THIS WILL BE THE LAST WAR

IF WE LOSE

—It will be but the beginning of wars
upon wars, a holocaust with slaughter,
famine and unspeakable horrors.

*The issue is plain. It is up to you.
Either sacrifice now or make the
supreme sacrifice later.*

SAVE NOW, BY PLAN, TO BUY

THIRD LIBERTY BONDS

LIBERTY LOAN COMMITTEE OF NEW ENGLAND

LIBERTY BUILDING, BOSTON

FOUNDER'S DAY ADDRESS

February 1st, 1918

BY PRESIDENT EDMUND C. SANFORD

In the calendars of both the College and the University February first is designated as Founder's Day and a footnote adds significantly: "Not a holiday." There are national and religious festivals which are appropriately celebrated by interrupting the regular course of life and turning the thoughts to other things, but in our case there is a rugged fitness in commemorating Mr. Clark with a work-a-day celebration. Work was the order of the day for him from his boyhood on a Massachusetts farm a hundred years ago until the attainment of wealth made opportunity for, and advancing age enforced, the leisure which he devoted to the creation of the institutions here represented. A good day's work with the facilities which his generosity provided is our daily celebration of his memory, but on the anniversary of his birth we do a little more; we pause for an hour with our tools in our hands, as it were, to call to mind more consciously the man himself, his great gifts for education and our perennial obligation to him.

Gratitude is a rare virtue—so rare in fact that cynics have scoffingly defined it as merely "a lively sense of benefits to come." Those in our situation, however, have a unique opportunity for showing it pure. Mr. Clark is dead and in his grave for nearly twenty years. No word or deed of ours can give him pleasure or cause him pain. His benefactions fall like the rain upon the just and the unjust. It is not necessary to be grateful in order to receive them. It rests with the receiver. Is he the sort of man to be grateful? His own feeling decides. There is nothing more to say.

Mr. Clark belonged to the generation whose work it was to receive the young nation and its undeveloped continent from the hands of the Revolutionary fathers and to bring it

full grown to its place at the council table of the world. His long life spanned a wonderful era in the history of our own country and of the world. When he was born, in 1815, the country was still in its early beginnings as a nation. James Madison was President. The War of 1812 was just ending; the Revolutionary War was only thirty-two years away and men who had fought in it were commoner than Grand Army men to-day. The total population of the country did not reach 10,000,000, nor the yearly immigration 10,000. Florida still belonged to Spain. Ohio, Indiana and Illinois were frontier states with frequent Indian wars; the region beyond the Mississippi was an unexplored wilderness. Transportation was wholly by horse vehicles or natural water ways; communication with Europe was by sailing vessels. The country's resources were largely unknown and but slightly developed. Manufacturing was carried on in the household or in small and scattered shops. Imports were ten or twelve times exports in value and both combined were less than \$120,000,000 a year. He lived to see the population above 75,000,000 and immigration close upon a half million a year. universal steam transportation on land and sea and universal telegraphic and cable service making Europe a next-door neighbor, factories numbering their employees in thousands and controlled by monster corporations, exports far in excess of imports and the two combined amounting to more than \$2,000,000,000 annually in value. Besides this material progress he saw the rise of a distinctively American literature and an American art, the multiplication of colleges and the beginnings of real university work. He saw the inception and the consummation of the greatest moral effort of the nation—the anti-slavery campaign. The Missouri Compromise was voted when he was five years old. The Boston Anti-Slavery Society was formed when he was twenty. When he was forty-six the Civil War began, and the constitutional amendments which forever ended slavery and asserted the equal rights of colored men were adopted just after he was fifty. He saw

the period of reconstruction, the rewelding of the Union and the growing prosperity of the New South.

Projected against world affairs his life stretches from the Battle of Waterloo and the end of the Napoleonic period to the Boer War, the Spanish-American War and the appearance of the United States as a colonial power. He saw from afar the gradual democratization of England, the struggles of France to republican institutions, the unification of Italy, the brutal enlargement of Prussia at the expense of Denmark, Austria and France and the establishment of the German Empire, and on the other hand the disintegration of Turkey from the breaking away of Greece to the independence of Roumania and the incipient recognition of Bulgarian national aspirations. He saw Japan opened and modernized and the slow awakening of China, the general scramble of the western powers for possessions in Africa and the Pacific and spheres of influence in the Far East. During his span of life the frontier and frontier conditions disappeared in our own country and unclaimed territory from the world. There are now no more unappropriated resources to be had for the taking. From henceforth our country and the world must work by other methods and along other lines than those which they have followed for the last four hundred years.

The generation to which Mr. Clark belonged—the pioneers, the railroad builders, the openers-up of new country and the exploiters of vast natural resources—was also the generation which endowed colleges. The period just before and just after the Civil War was pre-eminently the period of such foundations. In the more than two hundred years from 1635 when Harvard was founded to 1850 there were established in all 146 institutions of higher learning which have survived but in the twenty-five years from 1850 to 1875, 190 were founded, and from 1875 to 1900, 151. Many men of wealth in his generation felt, like himself, the impulse to expend in philanthropic and educational endowments the major part of the wealth which they had acquired. They

had an almost pathetic faith in education; they believed in it even when they had had but little of it themselves and they were determined to make it easily accessible for others. There have been recent great gifts for the same purpose, but I suspect that the giving of great private endowments for educational purposes is itself in some measure a feature of pioneer conditions and will not again be so common as it has been in the past, not only because fortunes so large in proportion to individual needs will perhaps in the future be less common and less easily acquired, but also because higher education is now more clearly recognized as a function of the state, and great public benefactions tend increasingly to take other forms.

The picture of the Founder which I would have you think of to-day is therefore not the personal one—not Mr. Clark endowing our particular institutions and affectionately following day by day the erection of our first buildings, but rather the impersonal picture of him as one of his generation of nation builders—the generation which brought the nation to wealth and power, held the doors wide open to the oppressed of all the earth, shook off the curse of slavery, restored the broken Union and when they themselves had grown wealthy strove to make sure by founding colleges and universities that learning also should keep pace with material progress. That generation has passed away; its work is done. It has left in our hands a nation full grown, an arbiter in the world's affairs. Our tasks will be different from theirs. We shall need to think harder, to draw more heavily upon the collected experience of mankind; we shall need wider sympathies and more careful training. And not a few of us will get these things, if we get them at all, in the institutions which Mr. Clark and his generation established.

And about here, in the natural order of things, having spoken my word of our Founder, I should end my part in the program and introduce to you the speaker of the day. I had

hoped to present a member of the College Faculty, who would have gone far to convince us that those men of the ancient world who spoke the languages that are now called dead have a message for us and thought and said things about the problems of their day which are worth our respectful consideration even in the face of our own most pressing problems. But when a few weeks ago my speaker told me that it would be impossible for him this time to address you, I seized the chance to set myself in his stead and to lay before you certain "Conjectures with Reference to Higher Education in Our Country after the War," which, if they are well-grounded, it may be worth the while of us all to consider.

I have no gift of prophecy. I cannot tell you precisely how things will be arranged after the war—even in education; but it is possible to note some very patent features of the present situation, and from these to draw certain inferences which will be at least probable, for the reason that they will have reference to the effect of forces already in operation.

The first of these features is known to you all and I have already mentioned it in what I have been saying of Mr. Clark. I refer to the fact that our country has abandoned its North-Americanism and has taken its place among the world powers. Time was, and not so very far away, when our point of view and our ambitions were rather narrowly circumscribed by our own national boundaries. We were ignorant of foreign tongues, foreign literature and foreign problems. In diplomacy we were under the spell of Washington's Farewell Address; in business, under that of The Home Market Club. In pure science—I speak from knowledge in the case of Psychology; I imagine it was not wholly different in other fields—our standards were provincial; we published papers which were good enough for American consumption, but came short of what is demanded in international markets. In applied science we were rather boastfully ignorant of what had been accomplished elsewhere. These conditions were passing even before the war; their exit will be hastened by it. We are in

the world, and from now on must play our game under world rules. If we are to compete for foreign markets we must be as efficient, commercially, as our competitors, or more so; we must learn foreign languages, we must know foreign conditions, we must regard foreign tastes as never before. If we are not to be ashamed of ourselves in science, we must measure our product by the most exacting standards known; no work must excel ours in thoroughness, in quality, or in finish.

And all this points as clearly as anything can point to a tuning up of our educational instruments—particularly our institutions of higher learning—not only to American concert pitch but to the international standard pitch. It must not be possible for a young man to get a better education anywhere in anything than he can get in the United States of America. This means, from the college point of view, very much more thoro preparation before the college is reached, more efficient elementary and high school teaching, more skillful instruction, more steady and effective studying, and above all, less waste of time by both teacher and pupil. In college it means, perhaps not more effort and more hours of work than interested and conscientious students now devote, but much more skillful and productive study because of the better preparation with which it is undertaken. It means clearer insights, more definite purposes, a raising of requirements all along the line, less satisfaction with tolerable knowledge about, and more ambition for the absolute mastery of, the subjects studied.

With these reforms in the lower schools and colleges accomplished, graduate students who pass on to the universities will not be so often hindered by ignorance or imperfect knowledge of the necessary tools of research. Examinations in French and German will be unnecessary or will come at entrance and not just prior to the doctor's examination, and students in statistical subjects will not look at incidental mathematical formulæ as they might at a Hittite inscription. How these desirable things are to come about, what changes in curricula and methods are to be made are other and

difficult questions. It is enough for the moment to recognize that the entrance of America into the world as a competitor under world conditions necessitates the reorganization of American education upon world standards as to quality and efficiency.

The second feature of the present situation to which I invite your attention is as obvious as the first. This war is a war of applied science—a technician's war. Applied science and the institutions in which it is cultivated have in the past been held in high regard, but are now receiving a military recognition never before accorded even to them. Subjects as new as applied psychology are being laid under tribute. The struggle is not alone on the fronts in Europe, nor in the transport service, nor in the munition factories, nor on the farms. It is also in the laboratories and in the thoughts of men of applied science. Do you want to help win the war? Devise a new engine of attack or defense; make a submarine trap that will be as efficient as a mouse trap; invent something that will make bomb dropping as precise as shooting with a rifle—you will make a great contribution. Germany has set the pace; her technical skill and new applications of science have put her opponents to their trumps. They must meet skill with skill. At the same time, the interruption by the war of the steady stream of scientific products formerly exported by Germany has laid the stimulus of necessity upon their home production. Even before the war the world was leaning daily more and more heavily upon applied science. The war has merely hastened and intensified a situation already developing. It would be a miracle if so powerful a tendency were not influential in education after the war. It means a relatively greater growth in attendance and prestige for the technical schools as against the academic colleges, and for the science side in the latter. It means, unless it is wisely guided, a lessened attendance upon graduate schools of pure science and a stronger pressure to make researches practical. Such a result as this last, if uncompensated, would

be most unfortunate; and it should lie upon the conscience of every one who believes in science for its own sake and likewise of every one who believes that technology can advance only as pure science opens new fields for it, to speak out clearly the faith that is in him. And yet the evil does not seem to me to be catastrophic. Science has in it abundance of the *vis medicatrix naturæ* and cannot be permanently thrown out of balance even though all the world turn technological.

The third great effect of the war, and the one which may have the profoundest influence of all upon subsequent education, is, like the others which I have mentioned, one which has long been preparing, and which the war has only served to hasten in its development. I mean the social revolution toward which, in all the countries at war, events are as surely moving as the earth on its axis.

The war was begun to make sure of Germany's place in the sun,—the sun of commercial and industrial opportunity, a sun chiefly for the wealthy and property-holding classes. It is to-day a struggle of rival political systems, closely organized states against loosely organized, autocracy against democracy. It is fast becoming a war of emancipation for the wage-earning classes. Of all the expectations which hovered before the wild imaginations of the militarist-junker-capitalist conspiracy that let loose this war upon the world, the last, I suppose, was that it would bring about the transfer of the power of the state from themselves and their like to the wage-earners of the world. Expected or not the transfer is taking place; it is all but made; and when the war ends there will be nothing lacking but the official recognition of change. It has already come with anarchy and disorganization in Russia and with good reason. It threatens in Germany and may come before the war ends. It has come in the constitutional and Anglo-Saxon manner in England. No English government will ever again neglect the interests of labor. It is coming in our own country. No less a seer than Mr. Schwab of the Steel Trust announced it within the past week. We had warning of it

fifteen years ago in the anthracite coal strike; and of its near approach a few months ago in the threatened strike of the four railroad brotherhoods. If we are wise we shall accept it smilingly when the time comes, but smilingly or not it is here and we shall have to accept it or move on.

What will it mean for higher education? Will the new dominant class find no use for colleges and universities? Will it increase the technological pressure and demand solely utilitarian teaching from them? Or will it after all be found responsive to non-utilitarian influences and the life of the spirit of man?

I answer that in my judgment it is not likely to stray very far away from our present democratic ideal in education. I wonder whether we all realize how democratic that is. Its best expression in words is the remark of Ezra Cornell, who said that he wished to found an institution in which anybody could come and study anything. Its best expression in the concrete is not the Eastern endowed institution, which is still bound by something of its aristocratic traditions, but the Western state university which is out to serve the people of its state in every way in which it can,—will teach them how to judge cattle and raise hens as readily as it will teach them the calculus or to read Plato, provided that cattle-judging and hen-raising are what they want to learn.

Let us not fail to recognize a great ideal because it comes to us in the rough. We in America have set out to make education *free*, not the primary end of it only but the *whole* of it all the way up to the professional school, and we have invited into it every boy and girl and every young man and young woman in whom there is any stirring of interest in any kind of learning. It is our ambition to give to each an education suited to his years, his capacity, and his necessities. It is a stupendous task, one never before attempted, a Herculean labor, but also one worthy the sinews of a demi-god. I do not think that any dominant class in America will ever repudiate it.

But you will ask me how the humanities will fare in such a plan. I reply first, by pointing out that they do not fail of recognition even in the most multitudinously useful of the state universities, and, second, by calling your attention to two further considerations.

First, the humanities—what are they? The things surely that have reference to the life and interests of man as man. And there is nothing which has not its relation to the life of man for those who have eyes to see it. Some things have closer reference and more points of contact with human life than others, and some are fuller of the human spirit, but all have it and it can be brought out in all subjects of study at one point or another by skillful teachers.

What we need most is a fresh vision of what the humanities in their full range really embrace, and a fresh definition of culture. Then we shall perhaps be able to see, like Gahazi when his eyes were opened, that the hills about are full of heavenly battalions ready for their defense.

But—and this is my second point—even if the new vision is denied us, and we cannot tear ourselves away from the older ideas of culture, let us not lose heart even for them. Its appeal to the human spirit has been real, and its power is not lessened upon those to whom it still appeals. In the multitudes which come to the democratic halls of learning the numbers of the elect may be relatively small, but the Lord will know his own. I say it not lightly. There seems to me to be much of close affinity both in the substance and in the teaching of the inner meaning of culture and the deeper spiritualities of religion. Both are for those to whom it is given to receive such things. Let the apprehensive have faith; the sheep, both in matters of the human spirit and of the human soul, know the voice of the shepherd and will not miss the fold.

And so I look forward to education after the war with much more of hope than of fear. The adoption of world-standards will be good for us; the stressing of technology will

not be half-bad if we who represent the other sorts of training stick to our oars; perhaps we may contrive to hoist sail and profit a bit by the wind which it raises. And the coming into dominance of the great wage-earning class? Well—I believe in the stuff of which that class is made, at least here in America. It is sound. Many a good man has come out of it in the past, and there are as good fish in the sea as ever yet were caught. The men who make it up—let us put it at the worst—are human, and the springs of culture and all the other things for which we might be apprehensive lie deep in human instincts,—too deep to be wrecked by war or smothered by generations of hard conditions. From them flows forever, so long as man is man, the pure river of the water of the life of the spirit.

4. THE THREE YEAR COURSE*

I do not know precisely what was in President Nollen's mind in asking me to speak to you on the three year course. Probably the fact that Clark is one of the very small number of three year colleges had something to do with it; but I think that I have another qualification in that neither I nor any member of the Clark faculty, past or present, had any hand in determining the policy of the College in this particular. The length of the course was fixed in advance by the will of the Founder and that feature was accepted by the Trustees along with the other conditions of the bequest. While, therefore, I have had some experience with the three year course and believe in it heartily for an institution of Clark's character and constituency I have no feeling of paternity toward it even at Clark, and wish to come before you not at all as an attorney, but simply as a colleague who has had some opportunity for observation and has tried to look with unprejudiced eyes.

The three year course is not a new thing in American education. On the contrary it is a very old thing. Harvard began with a three year course before 1650, and the University of Pennsylvania and the College of William and Mary had three year courses before the Revolution. Earlier than 1850 President Wayland, of Brown, pointed out that there was nothing sacred in the four-year period. For a very long time—from its beginning in 1847 so far as I know—the Sheffield Scientific School, the scientific half of Yale, has had a three year course. When Johns Hopkins opened its undergraduate department, it began with a three year course and continued it until 1906, when the four year plan was adopted, though even yet a considerable proportion of students—a few years ago it was reported as about one-third—still finish

* Address delivered at the meeting of the Association of American Colleges, Chicago, Jan. 11, 1918.

the course in the shorter period. It is now a good many years since the requirements for the A. B. at Harvard were so far reduced that it became easily possible for a diligent student to take the work in three years. In recent classes from twenty to thirty-five per cent. of the graduates have taken advantage of this opportunity, tho, frequently, for reasons of sentiment, they have waited to receive their degrees along with their slower classmates a year later. In 1890 the Harvard faculty recommended changes looking toward the establishment of three years as the normal period. Clark opened with a straight three year course in 1902. The latest recruit is Princeton, which last fall offered a three year course in civil engineering parallel to its usual course of four years.

The words "three year course" have, however, meant quite different things at different times and in different institutions. Johns Hopkins during its three year period required for entrance substantially more than was usually asked for college admission and went over to the four year course because in the regions from which its students are mostly drawn it was difficult to secure such extra preparation. Harvard to-day requires fifteen and a half to sixteen and a half units as against fourteen to fifteen in other American colleges. On the other hand Harvard asks but seventeen or seventeen and a half courses, equivalent to 102 to 105 semester hours of college work for the bachelor's degree. Ohio Northern at the other extreme gives the degree for 120 semester hours brought within three calendar years by means of summer terms. Princeton's new engineering plan calls for two summer periods of nine weeks each. The Sheffield Scientific School and Clark are, so far as I know, the only institutions which give the degree in three years of the usual length with entrance requirements of the usual amount and look to more intense application to make up the difference.

From such a history and from such present variety it is not possible to argue very much, except perhaps that educational leaders like Eliot and Gilman—and to these we might

add Butler and Harper, though with a difference—have looked with favor upon a reduction of the length of the college course, and that in an informal way a good many three year degrees of one sort and another are now given year by year by institutions of repute.

The recent discussion of the shortened course began, like so much else that is new in higher education, with President Eliot, who mentioned the matter in his presidential reports as far back as 1883-84. The discussion was at its height ten or twelve years ago when elaborate reports were made to two successive annual conventions of the Associated Harvard Clubs with reference to a proposed outright three year course at Harvard. It has at present largely subsided. The ultimate authorities at Harvard were unwilling to change the existing permissive system, and other institutions took care in other ways of the practical difficulty which lay at the root of the discussion. If, however, we shall presently come under a system of universal military training, it will again doubtless come up for active consideration. Universal military training can hardly be established without commandeering a portion of the time now given to college study. If the government should take out a whole year, the pressure for a shorter college course would certainly be greatly intensified, and even if the training should be confined to short periods in several summers, it would still rest heavily upon those students who finance themselves by summer work and not a few of them would feel unequal to full four years in college.

The practical difficulty above mentioned was similar to this possible demand of the government—the longer time demanded by the professional schools as they reached full-grown efficiency. A young man who takes a four year college course before beginning professional study will arrive late at the stage of self-support. A prospective lawyer enters college at 18 or 19, is ready for the law school at 22 or 23 and is 25 or 26 before he can even begin on “the period of starvation” which initiates him into practice. The student of medicine must

give four years to college, four years to medical school and a couple to service as intern before he is ready to set up for himself,—that is, must spend ten years in preparation and reach the age of 28 or 29 before he can begin to think of a wife and family. Something of the same sort handicaps young men entering any of the semi-professional callings or even going directly into business. They start late. The disadvantages are easy to recognize and the temptation to cut the college course short or to cut it out altogether is correspondingly great. Some indeed have felt that the situation threatened the continuance of the American college itself as an important feature of our system of higher education.

The three year plan is but one among several for meeting this situation. A much more radical step is the breaking of the four year course in the middle and the encouragement of students, by something like a halfway degree, to enter upon professional studies at the end of the sophomore year. A less radical solution and one frequently adopted is the combined or overlapping course. In this plan, as you are well aware, the student either remains four years on the college roll, electing during the last year, or the last two years, chiefly professional subjects, or else goes over wholly to the professional school and gets his degree after completing one or two years of professional study. There is a good deal to be said for this plan where it is possible of application. It has the great advantage of elasticity—a student may take a longer or a shorter course in college according as his circumstances permit—but considered as a general solution of the difficulty it is inadequate.

1. The plan clearly fits better in the great university where both college and professional schools are under one management, than with the smaller independent college, which if it permits a combined course must give its degree for work which is in part not under its control; and must thus in a measure affiliate with, or come under the wing of, university or professional schools.

2. The combined course, as usually administered, shortens the college period for those only who enter regularly organized professional schools and discriminates against those who do not. Why should not institutions which offer combined courses give the bachelor's degree to young men who have had three years in college and one year in a school of philanthropy or in the foreign department of an international bank or even a plain year in business? If it is true, as is so often said, that the purpose of the college course is not to train scholars but to fit young men for life, then surely the first year of actual experience in the world is much more important as training for life, and much more worth recognizing with the degree, than the first year in law or medicine. Or why not face the issue squarely and give all young men their degrees when they have done three years of college work and trust to their getting the first year's experience in the world—a thing which they can hardly avoid if they live a year after graduation?

Before coming to closer quarters with the question of shortening the college course, let us draw off a bit and see the situation in its perspective. There are two points of view: that of the student surveying his college course as a part of his plan of life, and that of the institution aiming to give to its students the best available opportunities. How long ought the college course to be? From the individual viewpoint I know of but one general answer and that resembles Lincoln's answer with reference to the length of legs. Mr. Lincoln, you remember, said that in his opinion legs ought to be long enough to reach the ground. Similarly we shall want the college course to be long enough to meet the needs of the particular young man whose college course it is—in other words a young man should give to higher education so much time as his mental and moral equipment and financial and other responsibilities make possible and profitable for him. (I do not say that the young man himself is the best judge of the length of this period—that is another question. What I

do say is that the length of the period is not necessarily the same for all young men of college age and ambitions.) There are some young men so well fixed financially that the question of self-support need not enter; there are some who ripen slowly and for whom a longer course is especially desirable; but on the other hand there are a good many young men who are in honor bound, if they go to college at all, to take advantage of any short cuts permissible, for the sake of others whose claims upon them are better grounded than their own claims to full and leisurely self-development; and there are other young men who stay longer in college than is good for them morally, who find there an opportunity for unduly prolonging the exemptions of boyhood—playing at studying and working at sports, when they ought already, for their own sakes, to be setting their hands to a man's work outside. The needs of individual students as regards the length of their stay in college differ greatly.

The correlate of this variety of need on the part of the student is, on the part of the institution, variety and elasticity in the curriculum and length of course. For this reason I am not greatly disturbed as some seem to be by the variety of institutions of higher education in our country—a variety so great as to defy any classification, according to Dr. Pritchett, except into honest and dishonest. We need them all in all their variety—except the dishonest—to meet the variety of individual and local needs.

In the old days when college education was sought by a small number of students of a nearly uniform sort—candidates for a narrowly selected aristocracy of education—and in subject matter consisted of a narrow range of standard topics, it was possible not only to have a fixed curriculum within any given institution but that all institutions should conform closely to a single established type. But that day has gone never to return. Higher education is no longer the privilege of the few; it is the immediate practical need of the many, and we must have not only as much elasticity within

the institution as is compatible with sound intellectual training, but also a high degree of differentiation from institution to institution. In this desirable variety of educational machinery there is surely a place here and there for the straight three year course.

The question of the propriety of the three year course comes down ultimately to the question whether on the one hand it meets the needs of a sufficiently large portion of the youth which it should serve and on the other whether it is possible to give in three years a course good enough to justify the bachelor's degree. The fact that so many young men now take advantage of such three year opportunities as exist indicates that it does meet a real need. The question whether a course worthy of the degree can be given deserves a little further consideration. Let us first, however, remove certain grounds of possible misapprehension. The question of the three year course, as I regard it, is not one of merely cutting off the fourth year of the present four year course and giving the degree for the first three years or their equivalent. That would clearly be pricing the degree at seventy-five cents on the dollar. Nor is it that of attempting to do, even under favorable circumstances, in three years as much as might be done under equally favorable circumstances in four, which of course would be absurd. It is a very different matter, namely, that of doing under favorable circumstances in three years that for which, as higher education is now organized, four years has usually been allotted.

The college has two distinguishable, but by no means mutually exclusive, functions: For those of its graduates who enter upon professional or university study it is a fitting school; for those who go no further it is a "finishing school." The first of these functions is largely—but not wholly—a matter of mastering the elements of certain sciences and the acquisition of certain scholarly tools—so much physics, chemistry and biology or so much political and social science, logic and ethics, together with a reading knowledge of French or

German. There is no question whatever that, as a matter of acquirement, a student by a little extra effort can master all these things as perfectly in three years as in four, and you will find that the supporters of a shortened college course have usually had this fitting school function chiefly in mind. Those on the contrary who oppose the shortening are usually those who look upon the college as a "finishing school," as the last chance which many young men ever have for attaining under guidance, a general broadness of view, and an outfit of cultivated interests. These are not altogether matters of acquisition, but largely matters of growth for which time is an important factor. To those who have this function chiefly in mind any abbreviation of the course represents dead loss.

Can the process of growth and assimilation be hastened, or is it wholly outside our control? This is the crux of the question of the three year course on its cultural side. I reply that in my judgment it can be hastened for some students and by some teachers. An intensive three year course—the performance of four years' work and the getting of four years' growth in three years—is not for every young man who desires or would profit by a college course. There must be selection. Nor is every teacher stimulating enough for such teaching. Dull and uninspiring teaching may have a place in the world but it is not at any rate in a three year college. There is no doubt in my mind that growth as great as that normally made in four years may be made in three years under favorable conditions and that a three year institution may be able to do for its students on the cultural side as well as on the informational what may be regarded as the full work of a college course.

But let me not stress this point too much. Let me rather concede that in this matter of time for growth the three year course is at a partial disadvantage, that it has the defect of its virtues. I do this the more readily because I have to offer what seems to me a more than compensating off-set. The complaint against American college training has been

that college graduates as a class were irresponsible, lacking in serious purpose and unable to do anything thoroughly and well. The reply that college men have responded magnificently to the call of war is not wholly to the point. We are all proud of them and they will carry our hearts with them across the water, but their response is testimony to their enthusiastic idealism not a refutation of the charges against their training for the less inspiring duties of peace. In the main the complaints are well founded, and the college graduates who succeed have to learn after leaving college the responsibility, the seriousness and the accuracy which they did not learn there. The reason is easy to understand. The only way to teach responsibility is to give young people genuine responsibilities to bear; the only way to cultivate seriousness of purpose is to make the whole situation serious; the only way to get things thoroughly well done is to insist on full sized standards, not merely on college standards, in the product. Getting a college course ought to be made a man's job and when it is made a man's job we shall get something like maturity at the end of it.

The great compensation which the three year college has as against the four year college as the latter is now organized is that it is very much easier in the former to cut out the distractions and the indolence and to make the things which the college has to give the serious business of the hour. Serious attention to business can of course be cultivated in a four year institution also, but it is more difficult. The average student wants in his college life the things which he hears of in the life of other institutions—the overgrown athletics, the social diversions, the luxury. If he is in a four year institution like the rest, it is hard to convince him that he ought not to have what others are having; but if he is in a three year institution it is easy. He has come to a three year institution to save a year in time and a year's expense. If he expects to do four years' work in three he sees easily the need both of cutting out non-essentials and of keeping steadily at the

business at hand. The atmosphere is different and he comes readily to take a more earnest and mature attitude toward his work. This moral advantage, in my judgment, more than compensates the lessened opportunity for unhurried development so far as that opportunity is actually lessened in a good three year course. Let me be very clear in this—I do not mean that there are not earnest and responsible students in four year institutions—to deny it would be ridiculous—but I do mean that in view of the more strenuous requirements in a good three year institution the frivolous and irresponsible find it harder and less agreeable to remain, that the men on the average work harder and in the end show the moral results which spring from persistent and serious effort and from that alone.

All of us, I suppose, like good captains of our several crafts, are keeping our weather eyes open for the changes in collegiate education that will follow the war. One of the things which at the moment I think I see clearest is this: Our country has broken through its isolation; it is taking its place as an actively participating world power among the rest. This means, if it means anything, that local and provincial standards in education, as in other fields, will no longer suffice. We must conform to world standards. No nation must have a better educational machine than we, none must be able to turn out a better product. Our young men must meet those of France and Germany and England in the contests of peace on an equal footing and show themselves in no respect inferior. To our idealism we must add such a mastery of the matters studied as we have never known before. High standards and hard work—educational efficiency in its true sense—is what it seems to me that the country will demand of us in the days after the war. If we can do four years' work in three and do it just as well, we must do it. If we have to take four years we must make them so strenuous—so full of profitable and all engrossing labor, so favorable to maturity and so unfavorable to lingering infancy, that no young man

will ever again be able to say that in medical school, in the law school, or in business he first learned what real work meant.

5. CLARK MEN IN WAR SERVICE

The following information concerning rank and addresses of Clark men in war is often based on report and therefore not entirely reliable. Corrections will be welcomed.

1905

1st Lieut. Arthur H. Estabrook, Bn. 7, 28th Co., Camp Greenleaf, Chichamauga Park, Ga.

1st. Lieut. Elmer A. Harrington, Commanding Officer, Navy Rifle Range, Wakefield, Mass.

1906

William W. Evans, sailed Dec. 19th for Y. M. C. A. work in Russia. Headquarters 124.

1st Lieut. George E. Gage, U. S. Army Medical School, Sanitary Corps, Washington, D. C.

Capt. Henry C. Marble, U. S. Medical Corps, Base Hospital No. 6, France.

1907

Otto F. Bond, Instructor in French in the army camps in Texas.

Lieut. Robert B. Hunt, Medical Corps, Fort Oglethorpe, Ga.

George H. Mirick, member of the Worcester Exemption Board.

1908

Reginald R. Chaffee, forest engineer and special listing officer for the forestry regiments, Endeavor, Pa.

Sergt. Lewis W. Everett, 6th Regiment, U. S. Marine, France. Acting as interpreter in French on Gen. Pershing's staff.

1st Lieut. John H. Larned, Ellington Field, Houston, Texas.

1908

Ensign Robert E. Rockwood, completed training at the officers' school, Annapolis, Feb. 8th. In France, naval aviation.

1909

George M. Barrows, Caisson Co. No. 2, 301st Am. Tr., Camp Devens, Mass.

Roland P. Carr, taking Intensive Course in Naval Architecture and Shipbuilding, M. I. T.

Howard E. Chase, Co. D., 101st U. S. Engineers, A. E. F., via N. Y.

Lieut. Howard K. Dilts, 9th Co., 3rd Bn., Camp Devens, Mass.

Clinton N. Mackinnon, U. S. T. C., Ft. Sheridan, Ind.

William F. Phelan, S. S. U., 71, Convois d'Autos, par B. C. M., France.

1st Lieut. Arthur H. Estabrook, Bn. 7, 28th Co., Camp Greenleaf, Chichamauga Park, Ga.

1910

Byron W. Barker, candidate in Officers' Training School, 1st Platoon of Infantry, Camp Gordon, Atlanta, Ga.

Harold J. Cutler, Co. L, 301st Inf., Camp Devens, Mass.

1st Lieut. Philip S. Donnell, Aviation Section of the Signal Corps, Camp Alfred Vail, Little Silver, N. J.

1st Lieut. William J. Fay, Medical Corps, 102nd Reg., U. S. Infantry, France.

Rollo F. Fletcher, Q. M. C., Cook's Co., No. 1, F-24, Camp Johnston, Jacksonville, Fla.

Harold F. Fuller, Gunner's Mate, 1st Class, Naval Ordnance, Harrison, N. J.

Lieut. Israel Lurier, Fulham Infirmary, Hammersmith, Eng.

Robert H. Luther, 2nd Co., 3rd Q. T. C., Depot Brigade, Camp Devens, Mass.

Capt. Daniel J. Readey, U. S. Marine Corps, care of U. S. Consulate General, Paris, France.

1910

1st Lieut. Roger W. Schofield, Medical Corps, 351st Infantry, Camp Dodge, Iowa.

Arthur C. Taft, Ordnance Dept., Co. U., 5th Bn., Camp Dodge, Iowa.

1st Lieut. Philip D. Wesson, 42nd Infantry, Fort Douglas, Utah.

1911

Douglas Basnett, Hospital Orderly, stationed at the American Military Hospital, No. 6, France.

Capt. Gardner C. Basset, Sanitary Corps, Medical Officers' Camp, Fort Oglethorpe, Ga.

Herman E. Brown, U. S. S. So. Dakota, via N. Y.

John F. Butler, Am. Embassy, Office Commercial Attaché, London.

Fred. W. Chaplin, 7th Squadron, Aviation Camp, Waco, Texas.

Capt. Robert Kirkpatrick, Kitchener Military Hospital, Brighton, Sussex, England.

Edmund R. Laine, Jr., qualified as chaplain in the U. S. Army (not yet called).

Albert F. Norris, U. S. Naval Aviation Detachment, Co. 14, M. I. T., Cambridge, Mass.

1912

Forrest E. Alexander, Barracks F, No. 14, Camp Johnston, Jacksonville, Fla.

1st Lieut. Eugene S. Belisle, N. O. R. C., 10th Engineers, Co. D, Medical Corps, France.

Prvt. Arthur W. Burt (Clark Ambulance Unit), S. S. U. 647, Convois d'Autos, par B. C. M., France.

Leo H. Dawson, Laboratory Assistant, Bureau of Standards, Washington, D. C.

1st Lieut. F. H. Frame, Ordnance Dept., Camp Jackson, Columbia, S. C.

Harding W. Gaylord, 26th Co., 7th Bn., Depot Brigade, Camp Devens, Mass.

1910

1st Lieut. Ralph H. Hankins, Medical Corps, Fort Greble, R. I.

1911

John R. Higgins, Exemption Board, Woonsocket, R. I.
Lieut. C. Johnson, Bn. B, Camp Stanley, Leon Springs, Texas.

Zora Klain, engaged in inspection and translation of foreign language newspapers, P. O. Dept. Address, 1506 P St., N. W., Washington, D. C.

John R. McCurdy is engaged in Y. M. C. A. work in France as secretary of the Association, and is residing at 31, Avenue Montaigne, Paris.

Leland C. Maynard, Base Hospital, Unit 66, Camp Merritt, N. J.

1st Lieut. Douglas F. Miner, Electrical Engineer, Coast Artillery Corps, Fort Monroe, Va.

Dr. Frank T. Oberg, Medical Corps, Fort Oglethorpe, Ga.

1st Lieut. Harold F. Pierce, Sanitary Corps, U. S. N. A., Gas Defense Division, Washington, D. C.

Frank R. Powers, Medical Corps, U. S. A.

Edward T. Radley, Camp Accountant, Y. M. C. A., Administration Bldg., Camp Pike, Ark.

Raymond H. Wheeler, Sanitary Corps, Psychological Testing, Washington, D. C.

1913

Lieut. F. L. Adams, Ordnance Dept., Washington, D. C.

Lieut. Adolph Anselmi, Co. D, 339th Inf., Camp Custer, Mich.

Walter H. Boireau, Q. M. Dept., Camp Meigs, Washington, D. C.

Harold C. Cochran, chief yeoman, U. S. N. R. On cost work in Cambridge, Mass.

Leo G. Cummings, Signal Corps, Meteorological Service, Sandy Hook Proving Grounds, N. J.

Lorey C. Day, 2nd Psychological Training Course, Medical Corps, Fort Oglethorpe, Ga.

1913

Prvt. Lester C. Leach, Headquarters Co., 101st U. S. Infantry, 51st Brig., 36th Div., A. E. F., via N. Y.

H. C. Nordenholt, U. S. N. R., Pelham Bay Park, N. Y.

1st Lieut. Earl G. Thomson, Coast Artillery Corps, Fort Monroe, Va.

1914

Flying Cadet Robert H. Cannon, 4th Squardon, Camp Dick, Dallas, Texas. Graduated from the Aviation School, Univ. of Calif., Berkeley, Cal.

Robert H. Cannon, Aviation School, Univ. of Calif., Berkeley, Cal.

Ensign Clifford Z. Christopher, Naval Experimental Station, New London, Conn.

Earle R. Edson, Ordnance Dept., Washington, D. C.

Roland J. Godfrey, Camp Funston, Kan.

Sgt. H. H. Gordon, 1st Class, Q. M. C. N. A., care of Q. M. D., Aberdeen Proving Grounds, Md.

Oliver M. Hayden, assisting in Bacteriological Laboratory, Base Hospital, 28th Division, U. S. A. N. G., Camp Hancock, Augusta, Ga.

Thomas R. Henry, 26th Squadron, Aviation Camp, Camp McArthur, Waco, Texas.

Sgt. Arthur W. Murdock, Camp Grant, Rockford, Ill. Transferred from artillery to Signal Corps, Aviation Section.

John C. O'Brien, honorably discharged from Medical Corps.

Prvt. Leland S. Sproul, Q. M. C. Dept., Camp Gordon, Atlanta, Ga.

1st Lieut. Thomas G. Thompson, detailed from work as a private in Washington State to the trench warfare section, Engineering Bureau of the Ordnance Dept., Washington, D. C.

1915

1st Lieut. Edwin E. Aldrin, U. S. A., 2nd Training Co., Ft. Monroe, Va.

William H. Blake, Y. M. C. A. work. Address, 12, rue d'Aggesseau, Paris.

1915

1st Lieut. Rosewell F. Curtis, Coast Artillery, Fort Monroe, Va.

Capt. Seth M. Fitchet, sent from Camp Devens to Fort Sill, Okla., to special artillery school.

Walter J. Geldard, 30th Regt. Engineers, Camp American University, Washington, D. C.

Myron E. Goldblatt, Depot of Quartermaster General, Washington, D. C.

Wallace W. Greenwood, recently Y. M. C. A. Secretary at Camp Beauregard, Alexandria, La.

Corp. J. Henry Lanois (Clark Ambulance Unit), Headquarters, U. S. American Ambulance Service. With the French Army, France.

Corp. Carroll C. Pratt, Signal Corps, Camp Vail, Little Silver, N. J. About to leave for France.

John F. Sheehan, Rec. Co., 36, K-31, Q. M. C., Camp Johnston, Jacksonville, Fla.

Lieut. Leonard C. Todd, Q. M. C., N. A. Present address, 215 W. 23rd St., New York.

Clarence M. Webster, U. S. Base Hospital 17, A. E. F., France.

William J. Wilson, Ambulance Corps, Det. No. 1, M. D., Camp Grant, Rockford, Ill.

Sgt. Harold D. Woodbury, Quartermaster's Enlisted Reserve Corps, France.

1916

Leland L. Atwood, Co. I, Prov. Bn., Aviation Section, Signal Corps, Camp Lee, Petersburg, Va.

Franklin E. Cole, U. S. School of Military Aeronautics, Georgia School of Technology, Atlanta, Ga.

Sgt.-Major Paul R. Dawson, 21st Co., 6th Prov. Tr. Bn., Depot Brigade, Camp Devens, Mass.

1916

Regimental Sgt.-Major Raymond T. Gifford, Headquarters, 307th Inf., Camp Upton, L. I.

Lewis V. H. Judson, Bureau of Standards, Washington, D. C.

Prvt. Abraham S. Levensohn, Quartermaster's Corps, 26th Co., 7th Bn., Depot Brigade, Camp Devens, Mass.

Isador Lubin, License Report Division, U. S. Food Administration, Washington, D. C. Address, 1364 Irving St., N. W., Washington, D. C.

J. Wilson McCrillis, Aviation Section, Signal Corps, School of Military Aeronautics, Berkeley, Cal.

George A. Morlock, War Department, Washington, D. C.

Prvt. Arthur L. Prince, 20th Co., 5th Tr. Bn., Depot Brigade, 76th Division, Camp Devens, Mass.

Harold C. Robinson, U. S. Ambulance Service, Co. A, Camp Meade, Md.

Corp. Harold M. Sturges, 24th Co., A. O. B. D. F., Camp Jackson, Columbia, S. C.

L. S. Thompson, recently drafted, not yet assigned.

Henry P. Ward, formerly 4th Motor Truck Co., 301st Ammunition Train, Camp Devens, Mass. Now in the service of the American University, Washington, D. C.

Leslie B. White, bacteriologist with the U. S. Red Cross Sanitary Service, Little Rock, Ark.

Austin L. Whittey, Worcester Exemption Board.

1917

Prvt. Robert W. Bodfish (Clark Ambulance Unit), S. S. U., 647, Convois d'Autos, par B. C. M., France.

Ralph H. Bullard, U. S. N. R., honorably discharged, student in Clark University.

John B. Clark, Y. M. C. A. work, N. R., Commonwealth Pier, Boston, Mass.

1917

Prvt. E. T. Dunham (Clark Ambulance Unit), S. S. U., 630, Convois d'Autos, par B. C. M., France.

Arthur W. Goodearl, U. S. N. R., honorably discharged.

Frank W. Hanson, Lab. Assistant, Bureau of Standards, Washington, D. C.

Frank Harshowitz, Ordnance Dept., Fort Wright, N. Y.

Prvt. Charles R. Livermore (Clark Ambulance Unit), S. S. U., 630, Convois d'Autos, par B. C. M., A. E. F., France.

Prvt. George F. O'Brien (Clark Ambulance Unit), S. S. U., 32/644, France.

Edgar B. Richardson, Aviation Section, U. S. Signal Corps.

Prvt. Everett H. Smith (Clark Ambulance Unit), S. S. U., 647, Convois d'Autos, par B. C. M., France.

Lieut. Joseph M. Stanton, 1st Bn., 309th Inf., Camp Dix, N. J.

Eugene Stevenson, U. S. N. R., Div. 9, Sec. 3, Receiving Ship, Commonwealth Pier, Boston.

Prvt. John B. Titchener (Clark Ambulance Unit), S. S. U., 647, Convois d'Autos, par B. C. M., France.

Prvt. Walter F. True (Clark Ambulance Unit), S. S. U., 647, Convois d'Autos, par B. C. M., France.

Prvt. Cecil R. Williams, No. 3030634, 8th Canadian Reserve Bn., B. Co., East Sandling, Kent, England.

1918

Prvt. Edmund G. Anderson (Clark Ambulance Unit), S. S. U., 647, Convois d'Autos, par B. C. M., France.

Sgt. William J. Barr, Sanitary Squad, No. 4, M. D., U. S. A., 41st Division, A. E. F.

Charles H. Beckley, U. S. N. R., Coxswain and Captain of Gun Crew of U. S. S. Privateer of Patrol Service. Address care of Postmaster, New York, N. Y., U. S. Privateer S. P. 179.

1918

F. Raymond Clee (Clark Ambulance Unit), pursuing his studies at Clark College.

Earle R. Closson, "B" Co., 101st U. S. Engineers, A. E. F., care of Postmaster, N. Y. City.

Frederick O. Gifford, U. S. N. R., on leave, Clark College.
1st Lieut. A. B. Giroux, Adj. Gen's. Dept., Base Section No. 5, U. S. A. P. O. 716.

Russell D. Harper, Medical Corps, Camp Greene, Charlotte, N. C.

Prvt. Clifford Kirkpatrick (Clark Ambulance Unit), S. S. U., 647, Convois d'Autos, par B. C. M., France.

Herbert F. Lange, Gov't Inspector, in care of Bartlett-Hayward Co., Baltimore, Md.

C. Harold Langford, 14th Engineers (Railway), Co. B, A. E. F. In care of Commanding Adjutant, Washington, D. C.

Prvt. Rupert W. Lindsey (Clark Ambulance Unit), Am. Red Cross, 5, rue François Premier, Paris, France. Italian Ambulance Service.

Prvt. Wilfred O. Lyon (Clark Ambulance Unit). Section 650, Headquarters, U. S. A. A. S., with French Army, A. E. F.

Elroy L. McKenzie, U. S. N. R., on leave, Clark College.

Paul G. Neal, in training for the Ensign's commission, Annapolis, Md.

Prvt. Thure Nordlander (Clark Ambulance Unit), U. S. A. A. S., with French Army, A. E. F.

Charles A. Reopell, Am. Aviation Headquarters, 45, avenue Montaigne, Paris.

Ensign George E. Richter, Aviation, killed Dec. 8, 1917.

James D. Shalloo, Co. 45, U. S. Marines, Paris Island, S. C.

Eugene H. Simmerer, U. S. N. R., Commonwealth Pier, Boston, Mass.

1918

Prvt. Lewis C. Tatham, 1st Co., 301 Military Police, Camp Devens, Mass.

Lieut. George R. Thompson, R. O. T. C., 3rd Platoon, 1st Co., Camp Meade, Md.

Frank V. Uhrig, U. S. N. R., Harvard Ensign School, Cambridge, Mass.

1919

James E. Bates, U. S. N. R.

Stanley C. Battles, "B" Co., 101st U. S. Engineers, A. E. F.

Karl W. Bigelow, U. S. N. R., New Haven, Conn.

William E. Cottle (Clark Ambulance Unit), returned to College.

Prvt. Walter N. Davis, S. S. U., 624, Convois d'Autos, par B. C. M., A. E. F.

Prvt. Ronald G. Mongrain, 19th Co., 5th Bn., Depot Brigade, Camp Devens, Mass.

John A. Moran, Shipbuilding, Fore River Shipyards, Quincy, Mass.

Willbert A. Nourse, U. S. N. R.

Oscar E. Ringquist, U. S. N. R., on leave, Clark College. Abraham St. John, Naval Aviation. Not yet called.

Prvt. Henry L. Signor (Clark Ambulance Unit), S. S. U., 647, Convois d'Autos, par B. C. M., France.

Everett L. Slate, Military Aviation.

Albin Stikarofsky, Bureau of Mines, War Dept., Washington, D. C.

Prvt. Samuel A. Wilder (Clark Ambulance Unit), S. S. U., 647, Convois d'Autos, par B. C. M., France.

Nelson W. Mongrain, Base Hospital, Unit No. 7, Camp Devens, Mass.

1920

Harold P. George, enlisted in Aviation.

Nelson W. Mongrain, Barrack 5, Base Hospital, Camp Devens.

Special Student:

O. W. Cook (Clark Ambulance Unit), Am. Ambulance Service, Am. Red Cross Hospital No. 1, Neuilly-sur-Seine, A. E. F., France.

6. MILITARY NOTES: ALUMNI

It is reported that the officers, engineers and scouts of Pershing's army are equipped with duplicates of the Boy Scout mackinaw of the pattern designed by F. N. Cooke, Jr., '05. Mr. Cooke is director of the department of scout supplies, National Headquarters, Boy Scouts of America, at 200 5th Ave., New York, N. Y.

On Dec. 15, 1917, Mr. W. W. Evans, '06, wrote from Springfield that he expected to sail soon for Russia for service in the Y. M. C. A. American headquarters, 124 E. 28th St., N. Y.

Mr. S. P. Jewett, '06, is assistant chemist at the Bellevue and Allied Hospitals.

Lieut. G. E. Gage, '06, associate professor at the Mass. Agricultural College, is on leave of absence for the duration of the war, and should now be addressed Sanitary Corps, National Army, U. S. Army Medical School, Washington, D. C.

Mr. O. F. Bond, '07, is in the employ of the government as army instructor in French and organizer of camp schools. He is now at San Antonio, Texas.

Attorney A. M. Hillman, '07, is a member of a committee appointed to assist the board for the Jewish welfare work of the United States army and navy. Mr. Hillman is active in the work of the order of the B'nai Brith, which takes full charge of the welfare work in behalf of Hebrews at Ayer and other eastern cantonments.

Mr. L. M. Handy, '08, has charge of a class in Military French at The Northeastern Preparatory School.

Mr. R. F. Fletcher, '10, Q. M. C., Cook's Co. No. 1, F-24, Camp Joseph E. Johnston, Jacksonville, Fla., is clerk to Lieut. Grant and instructor in French in the evening classes of the camp. He was married on Dec. 3rd, 1917, to Miss Carolyn Johnson, daughter of Judge A. S. Johnson, of Camilla, Ga. They reside at 254 S. Scott St., Camilla, Ga.

Mr. H. F. Fuller, '10, who has enlisted in the Naval Reserve, has a position in the steel testing department of the Naval Ordnance, Harrison, N. J., with the rank of gunner's mate, 1st class.

Lieut. Israel Lurier, '10, has been ill at Fulham Military Hospital, London, England. He contracted tropical dysentery from a soldier sent home from the East.

Mr. Douglas Basnett, '11, is engaged in Red Cross work in Paris. Mr. Basnett was lately married to Miss Katherine Robson and resided in New York City.

Capt. R. Kirkpatrick, '11, of the Canadian army medical corps, who has been home on leave, has now returned to England and is stationed at Kitchener Military Hospital, Brighton, Sussex, Eng.

Mr. F. W. Peters, '11, writes under date of Jan. 28th, "Expect to 'make' aviation corps this month."

Lieut. C. Johnson, '12, who was commissioned second lieutenant of artillery at Plattsburg, spent a brief furlough with his mother in Worcester.

For some time, Mr. R. G. Kimball, '12, has been a chemist with the Winchester Repeating Arms Co., now under direct supervision of the U. S. Ordnance Department. He writes: "Busy day and night on the new Browning machine gun which is now a reality."

Dr. F. T. Oberg, '12, who was called to the colors Jan. 15th, has been awarded a diploma by the Worcester City Hospital.

The experience of Mr. W. B. Elwell, '13, has doubtless been typical of that of many Clark Alumni in the teaching profession. His aid in the Y. M. C. A. and War Savings cam-

paings has been enlisted; he has been appointed a Four Minute Man; and given a vacation because of lack of coal.

Lieut. E. W. Thompson, '13, who is stationed at Fortress Monroe, Va., as an instructor, was home on a short furlough about Christmas, 1917.

Dr. R. W. Ellis, '14, has enlisted in the Medical Corps. Until called into service, he expects to be stationed at the Worcester City Hospital.

Mr. R. S. Bartlett, '15, who has been a government inspector at the Worcester Machine Screw Co., is now reported to be doing inspection work in Hartford, Conn.

Mr. W. H. Blake, '15, is reported to have sailed for France during the week of the 23rd of February to engage in Y. M. C. A. work. Address, 12, rue d'Aggesseau, Paris, France.

The engagement of Lieut. R. F. Curtis, '15, to Miss Ruth Shepard Warren, 28 Chestnut Street, Worcester, is announced.

Capt. S. M. Fitchet, '15, of Battery E, 301 F. A., Camp Devens, has been assigned special duty at Fort Sill, Oklahoma. On Nov. 10th, 1917, he was married to Miss Helen Fay Gates of Worcester.

Mr. W. J. Geldard, '15, is a private in the Chemical Service Section, 1108 New Interior Building, Washington, D. C. Address, 615 Twenty-Second St., N. W., Washington, D. C.

Lieut. L. C. Todd, '15, is assistant to the Depot Quartermaster, 215 West 23rd St., New York. His duties are principally concerned with the release and shipment of supplies to be sent to France. Before being assigned to his present post, Mr. Todd spent three months at Plattsburg and four months at Camp Devens.

Mr. C. M. Webster, '15, A. M., 1916, University of Michigan, is an orderly in the medical ward on active service in France. Address, U. S. Base Hospital, No. 17, A. E. F., via N. Y. On Oct. 28th, 1917, he wrote: "First U. S. troops in this section. Great welcome. Thirty-five college men in this unit. Life quite good. Plenty of work."

Mr. F. E. Cole, '16, has enlisted in the aviation section of the United States Signal Corps. His purpose is to qualify as an observer in the aeroplane service. Just before reporting for duty, Mr. Cole attended the Ladies' Night College Supper in uniform.

Mr. H. M. Sturges, '16, has resigned a place with excellent prospects in the engineering department of the Du Pont Fabrikoid Co., Fairfield, Conn., to enlist in the Ordnance Department.

Mr. H. P. Ward, '16, D Co., is in special training for military service at the American University in Washington.

Mr. E. B. Richardson, '18, has been accepted for a commission in the aviation section of the U. S. Signal Corps. Address, 56 Norfolk St., Cambridge, Mass.

John B. Clark, '17, has been employed as a full-time assistant in the Y. M. C. A. educational department, Worcester. During the summer he was in charge of the work for the association at Camp Barrett. He was lately reported to be doing similar work at Commonwealth Pier, Boston.

Mr. E. Stevenson, '17, who enlisted in the Naval Reserve, has been called to report at Nantucket.

Mr. C. R. Williams, '17, was at College on Nov. 5th, 1917, visiting friends on a short furlough before sailing for England. A letter written from England, Dec. 18th, 1917, reports that he was well, had just experienced an air raid, and on the whole was enjoying his experiences.

Lieut. A. B. Giroux, '18, is in the Adjutant General's Department. Address, Base Section No. 5, U. S. A. P. O. No. 716, France. It is reported that he has met Mr. Dunham and more recently, Prof. Williams.

Mr. C. A. Reopell, '18, is now in the technical department of the American aviation department in Paris, after six months' service as an ambulance driver.

Mr. A. St. John, '19, has passed the examinations for the aviation service.

Prvt. J. D. Shalloo, '18, joined the Marine Corps about Oct. 1st, 1917, for a twelve weeks' training in preparation for oversea work. He is now stationed with Co. 45, Paris Island, S. C. On Dec. 11th, 1917, he wrote: "The training is much more thorough and instructive than possibly can be the case in the draft camps, and the discipline is ironclad. No man is allowed to leave the island during his twelve weeks' training (often prolonged to twenty)."

Mr. A. Stikarofsky, '19, who was at Caisson Camp No. 2, 301 Ammunition Train, Camp Devens, has been transferred to chemical work for the government in Washington.

Mr. L. S. Kelley, ex-Clark, is now stationed at Lanton, Okla., under the War Department and Fosdick Commission. His work is to organize the community to offer the proper recreational and social life to the 30,000 soldiers at Camp Doniphan. On Feb. 12th, 1918, Mr. Kelley was married to Miss Mabel Alice Wiley of New York.

Adolph C. Nelson, ex-Clark, died at the Brooklyn Naval Hospital about Jan. 29th, 1918. He died in the service of the American Navy at the age of twenty-five.

7. MILITARY NOTES: AMBULANCE UNIT

Mr. W. E. Cottle, '19, and Mr. F. R. Clee, '18, have returned to Clark to continue their studies. Both have given at College Suppers interesting accounts of their experiences. Dr. Knight of the University, Mr. C. A. Reopell, '18, Mr. J. H. Lanois, '15, Mr. W. O. Lyon, '18, Mr. T. A. Nordlander, '18, and Mr. E. T. Dunham, '17, have been and perhaps still are in Paris. Mr. R. W. Lindsey, '18, on Feb. 7, 1918, wrote from Milan, Italy, that he was then a member of the Italian Ambulance Service. Mr. G. F. O'Brien, '17, has gone to a front in France, perhaps in the Vosges. The others are divided. The Unit exists now only in our fancy.

Letter from Mr. R. W. Bodfish, '17, dated Nov. 19th, 1917, written specially for the January College Supper:

"I would give a great deal could I be present at the January College Supper which you mention as being slated for the near future. I remember many of the past with a touch of homesickness almost, because they seem to have been so bound up with the life of the College. May the suppers of this college year be filled with as much of true helpfulness as I recall those of the past to have included. However, it is not for me to seek to philosophize when I can write so little this time.

"There seem to be fair prospects that the Unit will be split once more. Rumors plus good information have it that the boys will enter sections for the front within a very short while. It will seem hard to separate the boys but as they will still be in groups of six or eight, the situation is not so bad. You, of course, know that Lyon is an orderly, detached, while Lindsey, Reopell, and Knight had the good fortune to win in a drawing for places in a section to leave for the front in July. Cottle will probably be at this supper, listening with the others. Since he left us we, as men enlisted in the United States Ambulance Corps, have been for the most of the time at this base camp, building up the site so as to be inhabitable. It now seems that we are to go out soon and do our bit with the others.

"I hesitate to write much of our work as it may sound tame compared with letters from the three who have been at the front. However, we may be proud of the service we gave in Paris. It was necessary and we did our best. The best, I trust, will be our contribution always.

"Let me write just a word about a special detail which I went on a week ago. I took a field kitchen, with another fellow, up to one of the depots behind the front. The trip, one hundred miles, or thereabouts, in length, gave me a rare opportunity to see the countryside. The trip there was more or less difficult as a thick mist and darkness prevented

our seeing the road easily. We got thru, notwithstanding. The return, on the next morning, was better and we saw abandoned trenches and devastated villages enough to point out the wreck of war. No glory in the war's remnants at all. It was really pitiful to see the people living in patched up houses in the midst of ruins of homes, stores, and church. There is something in their courage to set you thinking. Yes, they are tired of war, but there is a spirit greater than mental and physical weariness. So amid the gaping ruins of homes, the spectre-like remains of churches, and the torn up trenches with their reminders of war, the French fight on.

"My letter must have you all weary by now. Let me give way to others of more interest.

"In closing, let me wish all in the College, thru you, a prosperous year, success in all undertakings, and the preserving of those institutions very dear to many of us, both in France and elsewhere.

"Very sincerely,
(Signed) ROBERT W. BODFISH."

Mr. Bodfish, writing on Jan. 23rd, 1918, reported that he had been in the infirmary for over a week but was recovering rapidly. A letter dated Jan. 31st, 1918, stated that his section, 647, contained only eight Clark men. He looked forward to more active work in the immediate future.

Mr. Clifford Kirkpatrick, '18, wrote by special request on Nov. 22nd, 1917, as follows:

"I in common with most of the Unit have not yet been within forty miles of the front. It is with shame and regret that I am compelled to state that my most narrow escape from death was when a diminutive taxi missed me by a couple of inches.

"We have been the hewers of wood and the drawers of water for some time. The camp is now fairly well built up.

"We all sincerely hope that the institution to which we

owe so much will prosper despite the situation and maintain everything worth while."

Mr. G. F. O'Brien, '17, wrote on Dec. 29th, 1917, as follows:

"The first part of last November I was sent to join a section at the front. Unfortunately I was the only one from our Clark Unit to go. I packed all my belongings in a cigar box and started out to find the section.

"I wish I had not been invited into this war. You know if I had started the thing it would be different. Well, at the front I went about a kilometer past our most advanced post one night and landed in the midst of a barrage. Shells were dropping all around, in front, on the sides, and in back of me. I turned the Ford around on a narrow road in two turns and pulled the gas down as far as it would go. I tried to pull it further, but no use. I thought of all the people I used to know and how nice it would be to be back in the States. After I had gone a ways, I spied an *abri* and stopped my Ford. I went into the *abri* and there was nothing in there but Germans, German prisoners, but I didn't know it then. I thought I was behind the German lines, so didn't linger long there. The skin on my face pulled back so tight, I thought it would split, but a Frenchman brought me to, when he yelled, *Avance, un peu. Le poste est ici.* I said, *Merci.* I never went by that post again.

"You know at the front they have several *abris*. I know them all, they are my home until the sergeant says, 'Well, O'Bie,' I guess you'll have to take a trip.' I say, 'All right,' and just about then I hear whiz-z-z-z, bang, and a big shell lands near by. Then I cough and say, 'Ahem, ahem! Are you ready?'

"I was going to carry some coffee to the advanced post one morning about six o'clock. A Frenchman and I stood in the kitchen, next to an *abri*, when we heard whiz-z, but before the bang we were in a heap on the *abri* floor, about six of us.

Well, bravelike, we went right out, took our coffee can and started for my car about forty yards from the kitchen. But after we had taken about four steps out of the kitchen, we heard whiz-z, and zip goes the coffee on the ground, the can upside down, and the Frenchman and I tear into the *abri*, just getting inside when the big boy burst and spread *eclats* all over the kitchen. Our bravery cooled. We stayed in the *abri* until about three more babies had come over, at intervals of five minutes, and then stopped.

"But now we're *en repos*, in fact we expect to be for a little while, as I am attached to an attacking division.

"The section was cited and three individual *croix de guerre* were given out at the last attack that we were in."

Joint letter from Mr. C. A. Reopell, '18, Mr. R. W. Lindsey, '18, and Dr. Knight (University), written by special request, to be read at the January College Supper:

Our College Friends,

Clark College, Worcester, Mass., U. S. A.:

"Your letter calling for our 'experiences' at the front has just arrived on the scene, a bit belated. The three perpetrators of the *ci-après* gas attack—Reopell, Lindsey and Knight—to the intended victims, GREETINGS:

"We are presumably at the 'front' as you look at it—this word *front* having at least five distinct meanings, to wit:

"1. To the Americans in America, any port in France—or Paris, which, as some of you know, is very much like Baltimore and Washington added together.

"2. To any one in Paris, the 'front' is most anywhere in the military zone, which begins not so very far away.

"3. When you get into the military zone, the 'front' is further out, most anywhere in the immediate lines of communication of the army.

"4. To the chap who has got this far, the front is somewhere out beyond the rail-heads, where the trucks and lighter vehicles run to, occupied by the military camps, the heavy and

light artillery, etc.—say anywhere from fifteen or twenty miles from the Germans on up to the ‘front’ as the people in this zone conceive it, i. e.:

“5. The real focus of the ‘big trouble,’ the trenches, and the shell-swept area over which they are approached or left. Presuming it to be the chief centre of interest, we shall write only of our experiences in this fifth or last zone, where we served in the volunteer ambulance of the American Red Cross.

“By no means all of the ambulance sections were used in such work. Many who went ‘close up’ did so in quiet sectors and never got a very fulsome idea of what it feels like to have high power explosives sizzling around by the ton. But we were lucky: We got (1st) IN and (2d) OUT!

“Now to begin with, war is not ping-pong. It involves not only more or less of a nervous strain to hear shell songs in every key for days and nights strung together, but you get so fagged after a week or two of a big attack that you forget your home address and the name of the chap who married your best girl.

“One time Reopell dodged shell holes up and down that corduroy pike till his running partner actually fainted at the hospital, unloading *blessés* (wounded), and was not so easy to bring to. Then, Knight, who had just come in with eyes that resembled holes burnt in a blanket, after ten hours in bed from a wreck and a gas attack, got on the car and wore Reopell out in twenty-four hours more, took another partner and went on and on—he doesn’t remember how long. After you’ve been on duty two or three days without sleep, your ideas begin to get a little vague. You don’t probably suffer any; you are not particularly unhappy; but there is very likely a slight fog over things. Yet the incidents you do remember afterwards stand out with the most amazing clearness. Your mental state might be figured as ‘focus.’ One thing must be done, however much your energies are depleted. In the interest of economy you get a ‘mental focus’ on that

one thing, and if you see anything else, it's through some accident of turning your head toward the 'fringe.'

"Well, to get back to the night in question—or rather several nights—Lindsey was all the while working another post up in the ghastly woods where the crash of the big guns and the shells would have made an earthquake seem like a jew's-harp duet at a Sunday School picnic. But it is no picnic—it's work. It wears you to a thread, and at the time your judgment of it is fairly well summarized in one word—hell. But afterward, when you think about all the interesting things that happened, your heart warms, and very likely you break into what might be called the 'Hymn of the Ambulancier':

"Glorious! Glorious!

One keg of (nails?) for the four of us . .

Etc., etc.

"(By the way, a French poilu in the Champagne asked us if this was the American national anthem.)

"The night Reopell's team mate was carted in by the heels was really strenuous. He had allowed the love tokens which the Teutons and the Gauls were exchanging to sing him to sleep on the *abri* floor. In about five minutes he was extracted from slumber by the *Médecin Chef* rapping on the bottoms of his feet, to let him understand that the pieces of an artilleryman were to be transported to the rear for reassembling, 'toot sweet.'

"Going up the pinched little stairway, Reo bumped his head on the roof, and swore (meaning affirmed in this case, of course) that the tin derbies we wore were meant for shock absorbers to protect the rafters. About two second after he climbed out, a German '77 impolitely kicked up a bunch of rock just across the road. Now one chunk of this nestled on the crown of the said sheet iron derby. Charlie changed his mind, and gratefully accepted his metal skypiece in its new rôle of rock-umbrella. It wasn't ten minutes by his Ingersoll till a gas shell went off with its funny little 'poomp'

in a stretch of woods, and, losing all sense of gratitude, he was solemnly affirming that helmets were patented by Satan to obstruct the adjustment of gas masks. About the only time this is funny, by the way, is in retrospect.

"These gas masks are a delusion and a snare anyway. If you put them on, your breath gets on the inside of the 'windows' and you can't see. If you leave them off, your eyes smart and you can't see. So you usually guess how wide the strip of gas is, take your choice between the devil and the deep blue sea, and drive on. Charlie & Co. made a bad guess. Knight was the only one who guessed badly enough to actually get into the hospital. He took the gas for a joke, insisted that he rather enjoyed the smell, and removed his mask one night to tinker a motor. He still laughs every time it's mentioned. He says he saw things in that hospital he could never have seen anywhere else. But he would laugh at a funeral—and be miserable at a party.

"Our post about three miles up in the woods was really about the nastiest blotch on the whole war map. It's a bit hard to describe, not so open and spectacular as some of the others. You couldn't see the German lines, but there were strong and frequent reminders that they were not far away. Lindsey lived up there.

"There were about 4,000 guns of all calibres but small ones in that woods. Nobody but a fool would undertake to convey an idea of the sound they made when tuned up for a barrage, and it goes without saying that the Germans paid it some of their choicest metallic compliments.

"Going up one night, Lindsey almost mistook it for a churchyard. He could actually hear the motor run. But when about half way up, the Germans suddenly hung two star shells up in the sky and started a counter attack. A '105' battery cut loose right at the side of the road, and inside of ten seconds every gun in that woods woke up. Well, the counter attack was smashed to smithereens in a few minutes, and the French barrage died down.

"Naturally, the Germans didn't love that woods to death. They simply plowed the little forest with high explosive shells and gas all night. If you never tried to sleep in a dark little *abri* with a gas mask on, you have something coming to you. The next morning—well, one little snapshot will give you some idea: there were thirty dead horses on one 200-yard stretch of road. Lindsey swears he slept that night—at least a half hour.

"One evening about sunset, Lindsey, Knight and two others were eating supper in a little sheet iron kitchen shack. The Germans somehow got the idea there must be a battery in the vicinity, and sent over a batch of shells for luck. *Eclat* from four of them came down on the kitchen roof. There was nothing for it but to keep on eating. It was thirty or forty yards to the *abri* door, and that stretch was worse than either end of it.

"Now everybody who writes back about the war at all is, naturally enough, expected to say something about his general 'impressions' of it. *You* perhaps think most of all of the two things about war which seem so spectacular from a distance—the grandeur and the horror. As to the grandeur, that is a quality which attaches only to the unusual. When you get used to a thing this obviously must disappear. Shells striking are not so fundamentally different from lightning and thunder—a very good analogy, in fact. Neither is very often aimed at a particular person, and you soon get much the same feeling of either of them striking 'where it listeth,' so to speak. If you're there you're unlucky, but you probably won't be.

"Very much the same thing might be said of the horror. Nothing gives you the sensation (whatever that is) of horror after you have witnessed it times enough. In civil life, the thought of death is associated with weeping relations and studiously solemn ceremonies. When you think of the death of a hundred men, you unconsciously attempt to multiply by a hundred your emotions over the death of one. In the

midst of wholesale death, you may be surprised to find that it was chiefly the artificial ceremonies which aroused and stimulated such emotions. If less fuss or ceremony is made over a hundred than over one, your general impression of it will be less. Does that sound blunt?

"Of course, you must remember that we were in two very different sectors of the front; and that this is only a fragmentary glimpse of one of them. You can look at your geography and imagine the difference between the flat Champagne and the hilly country further south. The most interesting things we saw would be risky to mention—the ways of doing things at the front, how the trenches look in detail—the impressions you get from talking with a great number of prisoners, etc. Knight talked with so many of these fellows that the boys 'kidded' him clear up to the time he was sent to the hospital about being a 'pro-German.' The French used some prisoners for stretcher bearers. K. had a way of fraternizing with them that began with sympathy about the present job, which was pretty tough for a fact. The conversation would turn to their home towns, life and work, and end up with a discussion of politics and a thousand things the interpreters couldn't get out of them with a force pump. They gave him souvenirs and he gave them tobacco. One day the *Chef de Section* was going to take a '*Gott strafe England*' matchbox from one of them. 'Don't do that,' said K., 'I'll ask him for it.' He would never tell what he said, but the fellow laughed uproariously and handed it over. The *Chef* looked suspicious, as though he'd like to know if he was being made fun of, but there was nothing to do but take the matchbox and keep his reflections to himself.

"We took some wonderful photographs, which must wait till later.

"In closing, there is nothing in a war like patience. Wars do not begin in a week—it takes years to foment one, and likewise you can't jump out just any time, whatever the Russian Socialists may think. There are possible exits here

and there, some better than others, and we just have to plug along till we come to one. Like those who have suffered so much longer and so much more than we, we must work, hope and try to keep level-headed and sane. The great feeder of the flame of war is the blind hate of the non-combatants on both sides. Each camp is absolutely, abstractly just and right in its own sight. For it to be broken would be an irreparable catastrophe for future generations; the least 'variableness or shadow in turning' even would amount to dereliction of the most sacred, inviolable moral duty, and robbing posterity of its legitimate heritage. So the song and dance of death goes on, and we think of the fiddler's bill as an evil to be endured rather than eschewed.

"It was a great disappointment to all three of us that we didn't get to see Clee before he left. He must have had some wonderful experiences. We hear that his section was cited, as was ours, which nearly always means warm work.

"Give our regards to everybody, especially the girls.

"THE THREE."

Excerpts from the diary of Mr. O. M. Cook:

"Nov. 20. While at Neuilly we met O'Brien on his way thru to some section up in the Vosges Mountains. Lanois was also in to take an office job in Paris. That lops off two more Clark men. When we got to Sandricourt, we found that all the rest of the Clark men had been incorporated into 'section 647,' with the exception of Davis, True, Nordie, Livermore and Cook. Eight of them are in 647, and go out soon. No one knows how any choices are made. I may be kept on the heavy truck some time, but hope not. All we are supposed to do on the truck is to drive it and keep it repaired.

"Every Saturday night the Y. M. C. A. gives a treat, coffee and an apple or piece of candy, etc. Last night it was a boxing match. An American was up against a Frenchman, and the latter went at it in a defensive way, not as sport, so he just let loose and walloped the Yank all around the lot.

"The 10th I left with a truckload of shirts and shoes for Paris. I happened to be in Place Vendome when some planes flew over, very low, scattering handfuls of cards urging the public to buy French Liberty Bonds, or what corresponds to that. I got one by backing my truck under it as it fell, but gave it to a French kid. The next day I got some Ford radiators, wheels, carburetors, axles, springs, spare parts in general, and came back to Sandricourt.

"Sunday, Dec. 23. This afternoon, Wilder, another fellow and I went over to a little cement house which we found yesterday in the woods, and built a fire, heated a can of beans, had bacon and toasted bread.

"Monday, the night before Christmas. Very snappy and cold to-day, and has been ever since the snow came the 16th. We wear considerable of our wardrobe these cold nights. One evening a Texas chap said he guessed he'd strip down that night, and he proceeded to take off his necktie. Another stayed abed late in the morning, because he said he could get a few minutes' extra sleep and yet be on time, as all he'd have to do was to put on his hat. My rubber boots were so stiff this morning I didn't dare to put them on, for fear they'd crack. We howl at the cold, but we go to work and forget it.

"They have the Y. M. C. A. tent all strung up with lanterns, paper flags, a little tree with tinsel, to make us feel more at home. (This smooch is caused by the settee collapsing, and my skidding under the table.)

"Dec. 27. Two girls from Paris played the piano and violin in the Y. M. C. A. tent Christmas night. The Red Cross gave us each a package holding a tooth brush, cake of soap, towel, box of tobacco, two pieces of candy, and four safety pins. The Y. M. C. A. also gave such a package. These were not alike, as they had been sent to the Y. M. C. A. by people all over the United States. Mine held a couple of puzzles, cake of soap, candy, handkerchief, cigarettes, face cloth and a few other things. No 'lights out' that night.

"Friday, Dec. 28. Your Thanksgiving box mailed Nov. 1

just arrived. Supper to-night was mashed potato, horse, rice pudding, milk, coffee. It has been so cold lately that the milk that splashes up on the sides of the bowl freezes, and I have to keep scraping the ice off to get at the milk in the bottom."

"On the way back to camp (late in Jan., 1918,) we found an American at work in Senlis who showed us around the town, pointing out where *Boche* shells had landed. One old man said he had crawled into his cellar when he heard them shelling and he said, 'There wasn't much to do but listen, and I counted eighty-two shells that exploded.' He showed us where several shells had struck the cathedral. You should see the way the French save every twig of the trees they cut for timber. They bind the twigs up in bundles like asparagus.

"On Jan. 30th, on another trip to Paris, we had a great experience with fog. From St. Germain to Neuilly, ten miles, the fog was so thick that we had to go very slowly. Sometimes I could not see the curbstone, about ten to fifteen feet being as far as we could see. We'd go poking along at a slow walk, and all of a sudden a wagon or machine would jump out of the fog. Most automobiles have lamps lighted, all this in the middle of the day. The other truck nearly ran into a big statue on Champs Elysées before the driver could see where he was going. One of the boys said Paris was camouflaged to represent London.

"Having to stay in the city over night, we went to the 'movies' in the evening. After we got out, about half way over to the *château*, I stopped, for I heard a familiar hair-and-goose-flesh-raiser, the fire sirens of Paris, announcing an air raid by the *Boches*. Before the whining sirens had quit, the anti-aircraft guns began barking, and in a very few minutes, say five, there was the distinguishable rhythmic 'beat' of the German 'Gothas.' That is caused by the two motors which get into step every so often. The anti-guns kept up a continuous firing, but at what the Lord knows, for of course the Germans carried no lights, and it was too dark to see.

There was also a light mist up about to the roofs of the buildings. Above that was a waning moon, and the stars were bright. We could see through it to the light, but I don't know how the *Boches* could see through it from above. The lamp-lighters ran around putting out the few street lights that are customary, and we could hear the folks closing down their window shutters. There were very few taxis moving, and pedestrians were all scampering for cover. We stood on the corner at the Porte Maillot gate, looking directly up the Champs Élysées to the Arc de Triomphe, when three bombs, probably all dropped by the same *avion*, landed within a stone's throw of each other, on a spot where we had been not more than ten minutes before. We saw the flash as they burst, and it was followed *toute de suite* by a most sufficient crash and racket. At the time, there were two taxis standing near and we were talking with the drivers. They said the crash was the *antis* on top of the Arc de Triomphe, and we could not dispute them of course. There had been a French boy talking with us, but when that bomb lit up the Avenue, he lit out down the Avenue. I instinctively jumped and turned to speak to him, but there was not a sign of that youth. It would have taken an aeroplane itself to catch him. All this time the sirens were whining inside the gates, and the Neuilly fireman outside the city walls was going round on a bicycle, blowing the alarm on a bugle. This was about midnight, and we stood there shivering with the damp chill and the tenseness an hour or so longer, watching the *antis*' shells break with a flash, and then a little later hearing the report. There were lots of French patrol planes up, each showing its lights, but I don't see what chance they had of finding a *Boche* plane. The heavy bomb reports were frequent and the *antis* were busy all the time. We heard the *Boche* overhead once or twice, but he had nothing for us. Finally the bombs quit dropping and things quieted down, and we went home to the *château*. I saw no searchlights, perhaps due to the blanket of fog, which rendered them not only targets, but of

little penetrating power. The New York Herald, the next day said, '39 dead, 190 injured, 3 hospitals hit.' We also heard that the region around Porte Vincennes was well shattered and some streets ripped to pieces. The men at Sandricourt heard the *Boche* planes go over there *en route* to Paris, and heard their reception all along the line by the antis. They dropped notices saying they'd return soon. It certainly was an ideal night for their work.

"On the next day I went to Place Clichy early in the morning and brought some men back to Neuilly. We came from Clichy via the Opera and Place de la Concorde, passing one wrecked house on rue Clichy where two top floors of a six-floor building were blown into the street. There was a French plane which had fallen in Place de la Concorde. It had come down due to engine trouble, so the report was. I suppose he had to come down where he could. The plane had collapsed like an accordion, and the engine had poked a hole in the sidewalk. In falling it had taken off the top of one of the big iron lamp-posts around the square. It had a spike on top of it, similar to the *Boche* helmet, and it stuck right through the cement sidewalk in falling.

"As we came by it at six o'clock a truck was untangling the mess. Out beyond the Arch of Triumph was the wreck where we saw the flash the previous night. It ripped out the two top floors, about a depth of two rooms, and threw the wreckage into the street. Of course windows were heavy sufferers, and one woman told me there were twelve cartloads of broken glass hauled away from the neighborhood of one blast. Our work during the day was hauling beds and mattresses from the Field Service at 21 rue Raynouard to a place near Place Clichy, making some three trips. Each time we passed Concorde, the wreck was a bit more cleared away, till finally it was all gone except the holes in the street and the headless lamp-post.

"On Feb. 1st on our way back to the Sandricourt camp we saw another wrecked spot near the Opera, in rue 4th de

Septembre. The bomb had landed in the gutter, ripped out some sidewalk, taken off some store fronts and shattered glass for blocks. It was noticeable that all the windows fell outward, not inward, for the air inside the buildings came out to fill the vacuum under the blast. Some steel shutters over the window fronts on one big building were all bulged outward, as does the curtain at a window when one opens it. Of course the rocks, etc., were thrown several blocks, and glass broken some distance away. There has been a series of detonations this evening, maybe another raid."

HUNKA TIN

You may talk about your voitures
 As you're sitting round your quarters,
 But when it comes to hauling blessés in,
 Take a little tip from me
 Let those heavy motors be
 Pin your faith to Henry F's old
 Hunka Tin.

I've been around this war
 Six or seven months or more
 It doesn't matter when it did begin
 But I've seen a car or so
 And the best one that I know
 Is that ridiculed old junk heap
 Hunka Tin.
 Give her essence and de l'eau
 Crank her up and let her go
 You back-firing, spark-plug-fouling, Hunka Tin.

The paint is not so good
 And no doubt you'll find the hood
 Will rattle like a boiler shop en route.
 The cooler's sure to boil
 And perhaps she's leakin' oil

And often times the horn declines to toot.
 But when the night is black
 And there're blessés to take back
 And they hardly give you time to take a smoke,
 It is mighty good to feel
 As you're sitting at the wheel
 She'll be running when the bigger cars are broke.

Oh it's din, din, din,—
 If it happens there's a ditch you've skidded in
 Don't be worried but just shout
 Till some poilu boosts you out
 And you're glad she's not so heavy, Hunka Tin.

After all the wars are past
 And we're taken home at last
 To our reward of which the preacher sings,
 When these ukelele sharps
 Will be strumming golden harps
 And the aviators all have reg'lar wings,
 When the Kaiser is in Hell
 With the furnace drawing well
 Paying for his million different kinds of sin,
 If they're running short of coal
 Show me how to reach the hole
 And I'll cast a few loads down with
 Hunka Tin.

Yes, tin, tin, tin,
 You exasperatin' puzzle, Hunka Tin,
 I've abused you and I've flayed you
 But, by Henry Ford, who made you
 You are better than a Packard, Hunka Tin.

(This parody of Kipling's "Gunga Din." was sent home by Mr. O. W. Cook, as a favorite among ambulance drivers.)

At the College Supper held on Nov. 13th, 1917, contributions were made by students and Faculty, University and College friends within and without, to the presents to be sent to the Ambulance Unit. In all twenty-three wooden boxes were sent, sixteen addressed to Mr. J. B. Titchener, '17, for the group. Letters are just now reaching us telling of the arrival of some of the boxes.

The best wishes and daily thoughts of the College go with the members of the Ambulance Unit and will till the end. In remembering the work yet to be done we cannot forget the day of home-coming.

8. ALUMNI NEWS: CIVIL LIFE

Mr. W. A. Bender, '05, has been transferred from New York to Buffalo, where he is now chief of the Buffalo station, Bureau of Chemistry, Department of Agriculture.

Mr. P. A. Easley, '05, is rector of St. Matthew's Church, Grand Junction, Col.

Mr. A. N. Estabrook, '05, has been an investigator on the Indiana State Committee on Mental Defectives.

Mr. C. F. W. Edmands, '05, has been made principal of the Hitchcock Academy, Brimfield, Mass.

Announcement is made of the engagement of Dr. Burton N. Gates, '05, and Miss Winifred Carpenter of Amherst, Mass. Dr. Gates is instructor in bee culture at the Mass. Agricultural College.

Mr. P. N. Glazier, '05, is now plant secretary in charge of service, Roxbury Carpet Co., at Saxonville Mills.

At a recent meeting of the Kiwanis Club, Dr. L. P. Leland, '05, gave a ten-minute talk on "When to call a doctor."

Mr. W. C. Minsch, '05, is at the Merchants' National Bank Building, San Francisco, Cal.

Mr. R. L. Webb, '05, has been ill for eighteen months. He is now recuperating but is still confined to bed.

Dr. C. W. Bacon, '06, was recently married to Miss Agatha G. Hutchinson, of Washington, D. C.

Married, on Sept. 4, 1917, Mr. A. A. Day, '06, to Miss Marcella Barringer, of Chicago, Ill. They are residing at 5236 Kenwood Ave. Mail address, 2421 S. Dearborn St., Chicago, Ill.

Mr. C. B. Nickerson, '06, is instructor in Chemistry, Dalhousie University, Halifax, N. S.

Mr. A. J. Peckham, '06, is general commercial superintendent in the Michigan State Telephone Co.

Judge Jacob Asher, '07, has been re-elected for a second term of one year as president of the Worcester County Republican Club.

Attorney Leon E. Felton, '07, has been appointed assistant register of probate, Worcester.

Mr. C. H. S. King, '07, is a teaching fellow in the University of California. He has recently published "A Platform of Christian Unity."

Attorney George H. Mirick, '07, has formed a partnership for general law practice with Attorney Albert W. Blackmer. Their offices are at 403-405 State Mutual Building, Worcester.

Mr. L. B. Phelps, '07, is now principal of Powers Institute at Bernardston, Mass.

Mr. E. W. Dean, '08, is an organic chemist in the petroleum division of the Bureau of Mines, Pittsburgh, Pa.

Mr. W. W. G. Hastings, '08, has transferred from the forestry service of Oregon to that of the State of Vermont.

Mr. E. Hubbard, '08, a mining engineer, is chief clerk for the Cobuza Mines Development Corporation, Johnson, Arizona.

Mr. E. S. Lewis, '08, is sub-master and instructor in history and economics at Edward Little High School, Auburn, Me.

Mr. O. W. Mills, '08, is temporarily engaged as life insurance solicitor at 12 Forrester St., Salem, Mass.

Married on Jan. 1st, 1918, Mr. Edwin L. Clarke, '09, to

Miss Elizabeth Bodfish, who is a sister of Mr. R. W. Bodfish, '17.

Mr. B. W. Lanphear, '09, has gone to Nanking, China, where he is studying the Chinese language. Mail should be sent in care of the Nanking University.

Mr. T. L. Patterson, '09, is assistant professor of physiology at Queen's University, Kingston, Ontario. Mr. Patterson is a member of the medical faculty.

Mr. T. W. A. Sheehan, '09, is an instructor in English in the industrial co-operative department of the Passaic High School. Address, 263 Lafayette Ave., Passaic, N. J.

Mr. R. W. Baldwin, '10, now resides at 156 Wellendorf Ave., Youngstown, Ohio.

Mr. Harold L. Fenner, '10, is supervising the Worcester Y. M. C. A. classes in civil service given for the purpose of supplying help to officials at Washington.

The friends of Mr. H. F. Fuller, '10, will be sorry to learn that he has suffered the loss of his wife.

Mr. H. S. Haskins, '10, is at present working as an organizer for the League to Enforce Peace. Address, 11 Stevens Rd., Melrose Highland, Mass.

Mr. G. D. Hearn, '10, is instructor in botany and science at Holyoke High School. Address, 23 Willow St., Holyoke, Mass.

Mr. I. A. Hinkley, '10, gives as his new address, Lancaster, N. H.

Mr. R. F. Howes, '10, is now a senior in Stetson College of Law, Florida.

Mr. Daniel J. Marshall, '10, who is a real estate and insurance broker in Worcester, was elected from the 15th Worcester District as delegate to the Constitutional Convention for the purpose of revising the Constitution of Massachusetts.

Mr. J. E. Millea, '10, has been made factory superintendent of the Simplex Electric Heating Co., Cambridge, Mass.

Mr. C. H. Morrow, '10, is assistant librarian of the American

Antiquarian Society Library and also pastor of the Jamesville Baptist Church.

Dr. W. F. Powers, '10, is acting head of the physics department, New York University, in the absence of Dr. Hubbard.

Mr. F. A. Ramsdell, '10, has been appointed clerk of the Lincoln & Parker Film Co., which has recently been granted a charter.

On March 4, 1917, a son was born to Mr. and Mrs. R. L. Sibley. Mr. Sibley is a member of the class of 1910.

Mr. H. K. Sowles, '10, has been appointed resident surgeon at the Massachusetts General Hospital and is assistant in surgery at the Harvard Medical School.

Mr. H. F. Stimson, '10, is an assistant physicist, Bureau of Standards, Washington, D. C.

Mr. R. J. Streeter, '10, is now a teacher of history in the Framingham High School.

Mr. R. H. White, '10, may be reached at 14 Plymouth Pl., Mercantville, N. J.

Mr. G. C. Basset, '11, has been conducting some interesting work in educational psychology and hygiene at the University of Pittsburgh, Pittsburgh, Pa.

Mr. A. L. Carter, '11, has been made assistant in German at the University of Pennsylvania. His address is 6421 West Chester Rd., Philadelphia, Pa.

Mr. F. H. Clancey, '11, is now with a machine company stationed at Chickamauga Park, Ga.

Mr. W. R. Cook, '11, is head of the science department, Union Hill High School, Union Hill, N. J.

Mr. Joseph Feingold, '11, who was recently graduated from Harvard Law School, is now in the office of Taylor & Taylor, 312 State Mutual Building, Worcester, Mass.

Mr. H. L. Jackson, '11, is teaching at Benton Harbor, Mich. Address, 519 Britain Ave.

Capt. R. Kirkpatrick, '11, of the Canadian army medical corps, and Mrs. Kirkpatrick, are receiving congratulations on the birth of a son, Robert Ford, born Feb. 8th, 1918.

Rev. E. R. Laine, Jr., '11, has been chosen associate minister of Christ Church, Springfield.

Mr. R. S. Melvin, '11, is now assistant manager of the group insurance department of the Travelers' Insurance Co., Hartford, Conn.

Mr. C. W. St. John, '11, of the University of Porto Rico, Rio Piedras, P. R., has been made contributing editor of the Porto Rico School Review, published by the Department of Education.

Mr. W. K. Schwab, '11, is active in Wisconsin Loyalty Legion work. He has been made President of the Eastern District Christian Endeavor Union comprised of forty-four churches.

Mr. Hubert C. Thompson, '11, has been a member of the Massachusetts Constitutional Convention from the third Essex District.

Mr. E. H. White, '11, has been doing special work this year in human anatomy at the University of Arkansas Medical School.

Married, on August 25th, 1917, Mr. Lawrence W. Brigham, '12, to Miss Mary E. Butler, of Worcester.

A daughter, Janice, has been born to Mr. and Mrs. W. G. Butler. Mr. Butler is a member of the class of 1912.

Rev. R. R. Carmichael, '12, has been appointed rector of the Church of the Good Shepherd, Clinton.

Mr. J. R. Higgins, '12, has been elected a member of the Rhode Island State Legislature, 1917-18, and chairman of the House Committee on Public Institutions.

Mr. J. R. Kirby, '12, is now vice-president of the Portland Roofing Co. Address, 97 Munjoy St., Portland, Me.

Mr. D. F. Miner, '12, finished a post-graduate course at

Worcester Polytechnic Institute last June and received the E. E. degree.

Mr. H. A. Morton, '12, is industrial research chemist at the Mellon Institute, Pittsburgh, Pa.

Mr. J. S. Peckham, '12, will soon receive the degree of Pd. M. from the University of Syracuse. This will be the first time the degree has been conferred by that institution.

Mr. R. N. Rasely, '12, is conducting a course in business and sales letters at the Y. M. C. A., Worcester.

Mr. J. Sheehan, '12, is teacher in Mr. River's School, Brookline, Mass. Address, 1477 Beacon St., Suite 6, Brookline, Mass.

Mr. P. A. Tetrault, '12, is now assistant professor of biology at Purdue University.

Mr. R. V. Towne, '12, was married to Miss Aline Bourgeois on July 30, 1917, at Providence, R. I. He is now teaching in the High School, Stratford, Conn.

Mr. L. C. Tyree, '12, is a law student in Boston University.

Mr. H. H. Appledorn, '13, is a graduate student in chemistry at Yale University, and is also assistant in Yale College.

Mr. L. A. Averill, '13, who has been one of the editors of the American Journal of School Hygiene since January, 1917, is at present head of the educational, psychology and school hygiene department in the Worcester State Normal School.

A new building has been provided for a Boys' Club to be directed by the Rev. W. L. Beckwith, '13, St. Paul's Church, Stockbridge.

Mr. H. E. Berger, Jr., '13, is now living at 2 Appleby Rd., Wellesley, Mass.

Mr. P. C. Chang, '13, is now acting principal of Nankai College at Tientsin, China.

Mr. E. P. Chester, '13, 352 Concord Ave., Cambridge, Mass., has organized the E. P. Chester Electric Co. During summers and vacations he is busy contracting.

Mr. L. C. Day, '13, has been registrar and professor of

psychology and education at Waynesburg College, Waynesburg, Pa. He is at present in military training.

Engaged, Mr. W. B. Elwell, '13, to Miss Lucy Ives Stevens, of New Haven. Miss Stevens is assistant secretary to the Faculty in the High School in which Mr. Elwell is a teacher, New Haven, Conn.

Mr. C. N. Gibney, '13, was recently appointed associate headmaster of Marquand School, and put in charge of the Elementary Department. Address, 24 S. Elliott Place, Brooklyn, N. Y.

Mr. D. E. Hill, '13, is the happy father of a daughter, Betty Alberta, born Jan. 28th, 1917.

Born on July 27, 1917, a daughter, Elizabeth Charlotte, to Mr. and Mrs. W. O. Horne. Mr. Horne, '13, is instructor in English at the B. M. C. Durfee High School, Fall River, Mass.

Mr. S. S. Negus, '13, has refused an appointment in the Ordnance Department of the U. S. Army to return to Mercersburg at the head of the chemistry department.

Mr. C. B. Ogilvie, '13, is at present holding the position as chemist for E. I. Dupont de Nemours and Co., at Woodbury Heights, N. J.

Mr. W. R. Sherman, '13, is a graduate student in history in the University.

Mr. E. H. Darby, '14, recently left Niagara Falls to accept a position in the chemical laboratories, Atlantic Refining Co., Philadelphia, Pa.

Rev. E. E. Eells, '14, has been assisted by his father in evangelistic services at his church in Boonville, N. Y.

Mr. C. W. Johnson, '14, has been recommended for admission to the Massachusetts bar by the State Board of Examiners.

Mr. M. M. Kiley, '14, has resigned his position of teacher of general science, New Haven, Conn., to become chemist in the Emerson Laboratories, Springfield, Mass. Home address, 23 Orchard St., Northampton, Mass.

Mr. J. P. O'Day, '14, has been made assistant superintendent of the National Manufacturing Co., Worcester, Mass.

Mr. H. W. Green, '14, is a sanitary engineer in charge of Miraflores Water Purification Plant at Pedio Miguel in the Canal Zone.

Mr. and Mrs. Edward L. Saisselin spent the winter at 4 St. Elmo Rd., Worcester. Mr. Saisselin is a member of the class of 1914.

Mr. J. W. Savage, '14, is instructor in Spanish and French in the high school, New Britain, Conn.

Mr. Joseph Talamo, '14, has been appointed a member of the Harvard University Legal Aid Society.

Mr. John T. Ward, '14, was married to Miss Gertrude Dowd, of Worcester. Mr. and Mrs. Ward are residing in Cleveland, where Mr. Ward is employed as a chemist with the National Carbon Co.

Last year Mr. W. C. Besselievre, '14, won the Bennet-Tyler prize in systematic theology at the Hartford theological seminary.

Mr. A. M. Champ, '15, is reported to be medical supervisor of the Boston City Hospital.

Mr. R. M. Fisher, '15, is assistant and graduate student in physics at Dartmouth College.

Mr. Charles R. Hicks, '15, gives as his address, Karasumaru, Imadegawa, Agaru, Kyoto, Japan, in care of E. S. Cobb.

Mr. A. B. Husband, '15, a junior in the Harvard Law School, is now living at 44 Mathews Hall, Cambridge, Mass.

Mr. J. S. Kadesch, '15, is head of the English department and sub-master of the Albany High School, Albany, N. Y.

Mr. Max Small, '15, was recently married to Miss Anna Lurier, of Worcester. Mr. and Mrs. Small are resident in Worcester.

Mr. G. E. Stearns, '15, is a chemist at the Wyman-Gordon Co., analyzing steel for "Liberty" motor cranks.

Mr. R. H. Talbot, '14, is secretary of Boys' Work in Worcester. Address, 5 Ashland St., Worcester, Mass.

Mr. Harold H. Blanchard, '16, has been spending a few days of his spring vacation studying at the Clark Library.

Mr. E. A. Darling, '16, is teaching English, French and German in the high school, West New York, N. J. Address, 315 30th St., West New York, N. J.

Mr. Hastings Eells, '16, has returned to Princeton Theological Seminary, where he is prominent in musical affairs.

Mr. F. H. Ellsworth, '16, is engaged in industrial chemistry at Pittsburgh, Pa. He had been teaching at the Massachusetts Institute of Technology during the summer.

Mr. G. E. Hartz, '16, is now living at 661 Cass Ave., Detroit, Mich.

Mr. Lewis V. H. Judson, '16, was married on Dec. 27, 1917, to Miss Charlotte E. Morrill of Worcester. Mr. and Mrs. Judson reside in Washington, where Mr. Judson is engaged as laboratory assistant at the Bureau of Standards. Address, 4708 Wisconsin Ave.

Mr. Leib Lehrer, '16, is a student at the School for Jewish Commercial Work, New York, N. Y.

Mr. G. L. Magoun, '16, has been made research chemist with DuPont & Co., Wilmington, Del. Present address, Box 84, Woodstown, N. J.

During February, Mr. E. W. Nelson, '16, spent part of his vacation studying at the Clark Library.

Mr. W. H. Oldenburg, '16, gives as his new address, 213 N. 12th St., Miles City, Mont.

Mr. P. H. Otis, '16, is now living at 661 Cass Ave., Detroit, Mich.

Mr. F. C. Sumner, '16, is a graduate student in psychology in the University.

Mr. F. A. Townsend, '16, is in charge of the explosive section of the laboratory division of Winchester Arms Co., New Haven, Conn.

Mr. E. H. Dickey, '17, resides at 661 Cass Ave., Detroit, Mich.

Mr. A. W. Goodearl, '17, is working with the National City Bank, New York, N. Y. Address, 27 Madison Ave., Jersey City, N. J.

Mr. Paul G. Haire, '17, has been awarded a scholarship in recognition of his work at the Harvard Medical School.

Mr. G. Mooradkanian, '17, is teaching in East Greenwich Academy, East Greenwich, R. I.

Lloyd W. Perrin, '17, is teaching in The Fessenden School, West Newton, Mass.

The work of Mr. Behrman, ex-Clark, in the literary field has recently been brought to the attention of Clark men. He has written several successful stories, and his latest, "The Coming of the Lord," appeared in the November issue of the "Touchstone." Mr. Behrman attended Clark two years, entering in 1912, and later studied at Harvard.

Joseph Boch, ex-Clark, has been awarded a scholarship at the Harvard Medical School.

Mr. M. R. Rattner, ex-Clark, is studying at the College of Dentistry, University of Michigan, Ann Arbor, Mich.

Mr. D. W. Sisson, ex-Clark, is with the Detroit Shipbuilding Co., Wyandotte, Mich.

9. ALUMNI ASSOCIATION NEWS

THE GENERAL ALUMNI ASSOCIATION, 1917-18

In June, 1917, the annual election of officers took place at the Leicester Country Club.

President, A. M. Hillman, '07; Vice-President, R. N. Molt, '13; Secretary, E. L. Anderson, '11; Treasurer, A. B. Miller, '05; Auditor, H. N. Rasely, '12.

THE WORCESTER COUNTY ALUMNI ASSOCIATION, 1917-18

No meeting held since the spring of 1917.

BOSTON CLARK CLUB 1917-18

No meeting reported.

The President, Dr. H. C. Marble, '06, is in service in France. The Secretary, Mr. L. C. Todd, '15, who is in service at home, has resigned his office of Secretary.

THE CLARK COLLEGE ALUMNI ASSOCIATION OF THE MIDDLE WEST 1917-18

During February, 1918, Clark Alumni of the west came together at the Hotel Cadillac for their annual reunion.

Those present were A. J. Peckham, '06; F. L. Johnson, '13; P. H. Otis, '16; E. H. Dickey, '17; G. E. Hartz, '17, all associated with the Michigan State Telephone Company; N. P. Dessert, '05, of the American Radiator Company; D. W. Sisson, of the Detroit Shipbuilding Company; W. Beveridge, of the Ford Tractor Company; A. Anselmi, '13, lieutenant in the 339th regiment of the National Army; M. Rattner, a member of the U. S. Medical Reserve; E. R. Phelps, '14, teacher in the high school, Pontiac.

THE CONNECTICUT VALLEY CLARK ASSOCIATION 1917-18

No meeting reported.

NEW YORK REUNION OF ALUMNI

1917-18

No gathering reported.

THE TRI-STATE CLARK ALUMNI ASSOCIATION

1917-18

Shortly after Christmas, 1917, a few of the Clark College Alumni met with a larger number of Clark University Alumni at the Hotel Schenley, Pittsburgh. Prof. Baird represented the University and Dean Porter the College. Some of the others present were Prof. Bassett, Dr. Stimson, Dr. Dean, Principal Davis, Dean Chambers, Prof. Lyon, Prof. White, Dr. Woods and Dr. Wallin.

GET-TOGETHER MEETING OF CLARK ALUMNI,

WASHINGTON, D. C.

On Wednesday, Feb. 6th, 1918, Clark men held an informal meeting at the New Ebbitt. All were called upon to outline their work since leaving College. This served the purpose of a general introduction. The general feeling was that during March a second meeting should be held at which some member of the Faculty, it was hoped, might be present.

Those present were:

Dr. H. C. Dickinson, '10 (Univ.)

Lt. G. E. Gage, A. M. C., '06

R. M. Woodbury, '10

H. F. Stimson, '10

A. P. Sturtevant, '12

L. H. Dawson, '12

Priv. L. B. Cummings, '13, Signal Corps

E. R. Edson, '14

Lt. T. G. Thompson, '14, Ord. Dept.

Priv. W. J. Geldard, '15, Chem. Serv. Sect.

Sgt. G. A. Morlock, '16, Ord. Dept.

L. V. H. Judson, '16

I. Lubin, '16

F. W. Hanson, '17

All Clark men going to Washington are invited to join the group with a view to prospective meetings.

MEETING OF CLARK COLLEGE AND CLARK UNIVERSITY ALUMNI AT PHILADELPHIA, Jan. 3rd, 1918

Ten Alumni of Clark College and Clark University dined together at the Pen and Pencil Club in Philadelphia on the evening of January 3rd, 1918. The number included Dean James P. Porter, who was guest of honor. Following dinner the company sat before a great open fireplace and further enjoyed themselves in reminiscence and good fellowship.

Those present on this delightful occasion were Dean Porter, of Worcester; Dr. James H. Leuba (Univ.), of Bryn Mawr, Pa.; Ralph H. White (Col. and Univ.), of Camden, N. J.; Prof. Ezra Allen (Univ), Dr. Louis W. Flaccus (Univ), Dr. Frederick H. Safford (Univ.), Walter S. Foley (Col. and Univ.), H. K. LeSure (Col.), Arthur W. F. Green (Col.), and Raymond G. Fuller (Col.), of Philadelphia.

Arrangements were made by Mr. Fuller.

10. FACULTY NEWS

President Sanford delivered two addresses during the past few months, both of which are printed in full in this number of the RECORD: the one on The Three Year Course and the other, the Founder's Day Address. During Christmas vacation President Sanford, and other members of the Faculty, helped in the preparation of the questionnaires for the draft.

Dean Porter has been deeply interested in the psychological clinical work done at Camp Devens during the winter. He was recommended for a captaincy in the Medical Corps, but on account of College duties was unable to accept. He attended the Christmas meetings of the American Psychological Association and the American Association for the Advancement of Science at Pittsburgh.

Mr. G. H. Blakeslee has been giving half time to government work.

Mr. C. B. Randolph is a member of the War Committee.

Mr. Frank B. Williams has written from France that he is well and active. His address is U. S. A. P. O. 716, care of the Y. M. C. A., France. At his own request he was transferred from service with the French army to service with the American troops.

Captain L. C. Wells has had a busy winter at Camp Devens. He is a member of the 2nd Co., 1st Bn., Depot Brigade. In January he was one of the speakers at the annual meeting of the Tufts Club, of Boston, and the Tufts Alumni Association, held at the Hotel Brunswick, Boston.

Mr. F. H. Hankins attended the Christmas meetings of the American Economic Association and the American Sociological Association held in Philadelphia.

Mr. Philip H. Churchman was in charge of a course in French given during the summer for the benefit of the militia at Green Hill Park, Worcester. The course was provided by

the State Board of Education in conjunction with the Y. M. C. A. During the current year Mr. Churchman has played a leading part in such war activities as Clark has undertaken. He is a member of the War Committee and Chairman of the Volunteer Censorship Club. During the second semester he is conducting a course in War French.

The engagement has recently been announced of Mr. Haven D. Brackett and Miss Marion L. Gaillard, Smith College, 1902, of New London (Conn.) and Worcester.

Mr. C. E. Lyon is a first lieutenant in army service. His address is War Prison Barracks, Fort McPherson, Atlanta, Ga.

Mr. I. A. Field is giving during the second semester a course in Military Hygiene.

Mr. C. E. Melville is chairman of the War Committee appointed to formulate definite problems and to meet all emergencies.

Mr. Samuel P. Capen has been made a member of the advisory board of educators, which is concerned with the provision of a technical education for men needed in the Ordnance Bureau, and the Signal and Engineer Corps.

Mr. S. W. Fernberger, of the University Faculty, was recently promoted from the rank of second to first lieutenant. He is at present in charge of the intelligence work of his regiment. At a recent College Supper, Mr. Fernberger gave a most interesting talk on his experiences at Camp Devens.

Mr. A. L. McCobb, Ph. D., Johns Hopkins, 1917, has entered the Harvard Ensign School. During the first semester of this academic year, he was instructor in German at the Massachusetts Institute of Technology. His doctoral dissertation was lately awarded a prize of one hundred and fifty dollars.

Mr. Frederick Mutchler, formerly a member of the Clark Faculty, has been appointed head of the agricultural department of the University of Kentucky, Lexington, Ky.

11. ABOUT THE COLLEGE

It has been a matter of surprise to some that the College should attempt during this year of war to carry through most of its regular program of activities. Altho the Junior Banquet was omitted, Clark Night was held, and the College Suppers have taken place as usual. Even Congress was able to assemble and to undertake some work. Debating is organized, a dual debate with Tufts being scheduled for April.

Altho the war has not been so disturbing this year as last spring, nevertheless not a little time has been devoted to its problems. Early closing, a change of class hours and many other suggestions were made for saving coal and helping generally, but very little was done.

An offer was made to accept special students under favorable terms beginning in February. Such special students were to be asked to pay, not full tuition as heretofore, but only for the courses taken. The aim was to extend the service of the College to the community during the war, when a reduced student body makes it both feasible and desirable.

The Bursar's office offered to aid Faculty and students in the purchase of bonds of the Second Liberty Loan. Altho the arrangement was made after many had made purchases, still fourteen one-hundred dollar bonds and seventeen fifty dollar bonds were bought in this way. Among the purchasers were the three classes now in College.

On Oct. 24th, Liberty Day, the College planned to attend *en masse* the public meeting held in Mechanics Hall. In spite of the bad weather, about twenty members of the College formed a group and occupied one corner of the gallery. Altho few in numbers and altho the Faculty outnumbered the students, the delegation was active in initiating singing and cheering.

On Jan. 25th, a representative of the government met the Volunteer Censorship Club to explain the character of the

work that the Club is to do. About twenty-five were present. At the close of the meeting, Dr. Churchman was elected chairman.

A series of lectures on the war, arranged by Mr. Ames and Dr. Blakeslee, has proved of great interest. Record audiences have filled the seating capacity of the College gymnasium week after week. The last two lectures were given by Dr. Blakeslee on "The Problem in the Remaking of the Map of Europe" and "Making the World Safe."

Both the College and the University have subscribed to the American University Union, 8, rue de Richelieu, Paris, France. Accordingly all Clark men have membership rights which they are urged to make use of.

12. OMISSIONS IN THE APRIL RECORD

As the Alumni of Clark increase in numbers, it becomes more and more difficult to secure and to publish information concerning their doings and whereabouts. The rapid changes of war times make addresses unusually uncertain. And so, while the Office endeavors to keep as full account as possible, the RECORD makes no effort this year to publish complete lists.

In the interest of economy the Supplement to the Catalog and the Summer Study Courses are not printed.

13. IN MEMORIAM: GEORGE RICHTER

Mr. Richter came to Clark College with a large practical experience in the field of electricity, especially in wireless telegraphy and telephony. In a short time, by working in spare moments, he converted the wireless outfit of the College into a very effective station, and was able to communicate with operators in various surrounding towns.

Usually, a man who has had considerable practical experience before entering college finds it difficult to concentrate his

attention upon abstract theoretical principles, a mastery of which is, however, vitally essential to a complete understanding of a science. To Mr. Richter, this difficulty was a very real one, at first, because of his unusual ability and interest in experimental physics; but he met the situation manfully, and kept his standard of scholarship high.

As an instance of the knowledge Mr. Richter gained in his college course may be cited the fact that, during the illness of Dr. Goddard in the spring of 1917, Mr. Richter assumed charge of a special course in Wireless Telegraphy, and, with but little assistance and direction, was able to conduct the course in a very creditable manner.

It is safe to say, judging from Mr. Richter's interest, ability, and development manifested during his stay in Clark College, that, had he continued in experimental or theoretical science, he could easily have made for himself a name of so small distinction.

(The above was written by Dr. R. H. Goddard; the following by Dean Porter.)

"Arrived here two days ago and have been busy ever since. The work is fine and is designed to make us officers in two months. Best wishes for a large student body this fall."

This is the post card message under date of July 25, 1917, received by me from Mr. Richter just as he was beginning in the Naval Aviation Detachment at the Massachusetts Institute of Technology to realize his long cherished ambition to serve as he believed the righteous cause of his country.

First comes to mind the very favorable personal impression which he made when he applied for admission to the College, together with the intimate and friendly relations between him and the Principal of Leicester Academy. Still fresh in memory is the unpretentious, deliberate and reasonable way in which he decided to postpone entering College for a year, in order that he might add a little more to his very meagre

savings. In College and out, particularly in his associations with other students, his was a wholesome influence. He was possessed of a mental attitude and way of thinking and feeling which resulted in an exceptionally good sense of inner and human values.

Keenly disappointed because of his failure on first trial to pass the chest-expansion aviation test he unostentatiously went to work to overcome this defect. So far as I can recall, he was the only student who during the spring of 1917 was allowed by the Faculty to reduce his course by half. This action was taken in recognition of the valuable service he rendered in teaching wireless to his fellow students during Dr. Goddard's illness.

Mr. Richter's family once enjoyed a worthy position in the social life of Bohemia. Because of the value which they placed on religious beliefs which they thought right, they were compelled to relinquish their hard-won social and other advantages. It is with such a background as this that their emigration to America is to be understood. True to family traditions Mr. Richter while in College devoted much thought and study to the problems of a vital and social religion. Quietly and spontaneously he became one of the most dependable and respected members of a group of men from Tech, Clark and the city in a voluntary attempt to understand some of the problems of modern religious and social life.

His satisfaction was indeed keen when he was finally accepted for training and service in aviation. It was at about this time that he said to a Clark Alumnus and fellow-fraternity man as they walked across the campus toward the main building, "I believe I know something of the risk involved in the aviation service. In responding to this call to the colors I feel that I am serving the cause of freedom exactly as did my parents in the sacrifices which they made for the cause of religious freedom. Is it not a piece of good fortune that I am now so situated that I can enlist in what I consider as the same cause?"

This Alumnus, as set forth below in his own words, has offered prizes in memory of Mr. Richter in that field in which the latter was so much interested.

"To the President and Faculty of Clark College, Worcester, Mass.:

"An Alumnus of the College who was also a close friend of Ensign George Richter, U. S. N., would like to offer a First Prize of Ten Dollars and a Second Prize of Five Dollars to be awarded for the best essay written by any student of Clark College on some subject connected with the Psychology of Religion.

"The Prizes are to be known as the 'George Richter Memorial Prizes' and to be awarded by the College at the Commencement of 1918.

"The donor of the prizes wishes to leave the details of the contest and rules governing it in the hands of the Professor of Psychology in Clark College, in consultation with the President of the College and one other person whom they shall select. These gentlemen are to act also as the Committee of Award. It is also hoped that the essays or theses which are given the prizes may be printed in the College RECORD.

"This offer is made to express one person's debt of gratitude to Clark College for the large part it had in his education, and to honor the memory of the first student of Clark College to lay down his life in the present war in defense of democracy and freedom.

"Ensign Richter was a Christian gentleman and as his family in years past had suffered in Bohemia in the cause of Religious Freedom, it seemed fitting that a memorial given to honor his character and service should in some way be connected with the subject of Religion in its modern aspects.

"It is the hope of the donor of the prizes to offer them again next year, and after that, if the College finds them fitting and useful."

Mr. Richter, I believe, sought to live, and well succeeded in living, simply, seriously, honestly, practically, thoughtfully and worthily. May the social influences which he exerted and the studies initiated by these Memorial Prizes result in a far more simple but truly serviceable and human College life!

On the picture side of the post card from which I have quoted, are seven flags of the Allies in beautiful colors on a blue ground. The United States flag is in the center. Underneath runs the legend: "For the Rights of Mankind." Let us always hold this *In Memoriam* of Ensign Richter.

¶The Record is published quarterly by Clark College, Worcester, Massachusetts, in January, April, July, and October. ¶Entered as second class matter, March 27, 1906, at the Post Office at Worcester, Massachusetts, under the Act of Congress of July 16, 1894.

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in Service ✓

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Clark College Record

Vol. 13

July, 1918

No. 3

Published Quarterly by Clark College, Worcester, Massachusetts

UNITED STATES FOOD ADMINISTRATION

To College Men:

If you cannot get into the ranks, you can yet fight with your fellows who have gone. *Will you?*

The battlefield is here. The battle is now.

The struggle for Democracy is within you.

It is as important for you to do your duty at home as it is for the boys to do theirs "over there."

It is as necessary to provide food for our armies, and for the armies and families of the Allies, as it is to face the enemy.

Therefore:

1. Be intelligent; inform yourselves about food.
2. Create more food if you can.
3. Do not waste any.
4. Do not allow others to waste any.
5. Obey the food regulations—they are the careful and honest work of those who know what they are doing.
6. By every legal means prevent their violation by others.
7. Help everyone who is trying to serve in the cause of food.
8. Be aggressive agents of the Food Administration wherever you go.

What you are to be through life will be decided by what you do to-day in this crisis of human history.

UNITED STATES FOOD ADMINISTRATION
Collegiate Section

WAR-TIME COURSES AND WAR-TIME STUDENTS

Early in July the following announcement of the war-time policy of the College was made and sent in multigraphed form to members of the alumni and student bodies:

In order to increase the range of its usefulness during the war, Clark College plans to offer, so long as the war lasts, a number of special War-time Courses, and will receive into these courses, and into such of its regular courses as may be necessary, any young men of good character who are high school graduates, or have equivalent preparation, and who, in the judgment of the Committee on Admissions, will be likely to profit by such admission.

These War-time Courses are designed to give to those who plan to enter officers' training schools for the artillery, aviation, the sanitary corps, and other technical branches of war service the necessary foundations in science and general education. They will thus bear the same relation to the technical military schools that "premedical" courses bear to the medical schools, or general college training to the law schools.

The courses will run through a two-year cycle, the first year being devoted largely to ground work in the sciences, languages, history and other general subjects, and the second largely to military applications. Regular military drill will be a feature of both years.

Students completing two years of study will receive a special War-time Certificate covering the work done.

The following courses will be offered in the year 1918-19:

1. *Military Training.* Military drill will be required of all able-bodied students in the college. If numbers and interest justify it this Military Training will be organized as a Students' Army Training Corps under an instructor furnished by the War Department in accordance with the plan outlined by Secretary Baker in his recent circular letter to the colleges.

Participation in this course will be very helpful in further military work of any kind. In case a government training corps is organized, enlistment in it will be required of all able-bodied War-time Students over eighteen years of age.

2. *A Mathematical-Physical Course.* Arranged especially for those desiring to enter the Signal Corps, Aviation, or the Artillery.

3. *A Biological-Chemical Course.* Designed for those desiring to enter the Sanitary and Hospital Service of the United States or Red Cross Work.

4. *War Chemistry.* A course arranged for those who wish to enter the work of the Ordnance Department or chemical war industries.

5. *Modern Languages—War French.*

Besides these two-year courses, briefer courses in other departments will be found to have great interest and importance for future officers, as, for example, the course on the Origin and Meaning of the Present War offered in the Department of History; a course on Statistics in the Department of Political and Social Science, and a course on War Psychology and Psychological Testing in the Department of Psychology.

The War-time Courses will, with the consent of the instructor in charge, be open to the regular students of the College.

The rate of tuition (\$50 per year), the "breakage fee" for courses in chemistry, and all other college expenses will be the same for War-time Students as for others.

War-time Students. For the duration of the war Clark College will receive two sorts of students: Those entering for the War-time Courses (War-time Special Students) and those entering for the usual college degree. For the former the requirements for admission will be good moral character, high school graduation or its equivalent, and an affirmative judgment on the part of the Committee on Admissions that the applicant is likely to profit by college opportunities. For the latter the conditions of admission and graduation will remain in every respect as they have been.

All the facilities of the College in laboratories, library, class rooms and college life will be open to War-time Students upon the same terms as for others. They will be permitted to register for any courses for which they seem to be prepared and will be exempted from all general requirements in the selection of courses, except as to the required work in English, in Physical Training and in Military Drill.

War-time Students will, however, be held to a strict performance of their college duties. No War-time Student will be permitted to continue in any class in which, after a reasonable period of trial, he is not doing successful work, and no War-time Student will be allowed to continue in college if he shows himself neglectful of his college work or in any other ways a detriment to the institution.

War-time Students who have been able, by the successful performance of a considerable portion of the regular college work to demonstrate their capacity, may be permitted by vote of the Faculty to transfer to regular registration and become candidates for the college degree under the usual conditions affecting its attainment.

Application for admission to Clark College as a War-time Student or as a regular student may be made to the President's Office, Clark College, Worcester, Mass., from which the required blanks and all necessary information will be promptly furnished.

NOTE. Since the copy for this issue of the RECORD went to the printer, the Government has accepted Clark as one of the colleges which is to maintain a unit of the Students' Army Training Corps, and as we go to press the prospects are that the number of students enrolling under the plans prescribed by the War Department (which, particularly owing to the lowering of the draft age to include men of 18, modify radically the scheme outlined above) will tax the resources of the College to the utmost. Details of the new plan will be given in the October number.

FACULTY CHANGES

An unusually large number of members of the Faculty leave Clark this year. Dr. Hurlin and Mr. L. D. White are in government service in Washington. Dr. Gras, who has been appointed Professor of Economic History at the University of Minnesota, is also temporarily in government work in Washington.

Coupled with regrets at their departure is our welcome to those who are to take up their work.

Dr. Harry Elmer Barnes takes Dr. Gras's place in history, with the rank of Associate Professor.

Dr. Barnes is an A. B. of Syracuse University, 1913; A. M., 1914; Ph. D., Columbia University, 1918. Instructor in Historical Sociology, Syracuse University, 1913-1915. Director of the University Settlement, 1914-1915. University Fellow in Historical Sociology, Columbia University, 1915-1916. William Bayard Cutting Travelling Fellow in the History of Thought and Culture, Columbia University, 1916-1917. Historian to the *New Jersey Prison Inquiry Commission*, 1917. Lecturer in Modern European History, Columbia University, 1917-1918.

Mr. Samuel Earl Longwell is to succeed Dr. Hurlin as Assistant Professor of Biology. His academic record is as follows:

State Normal School, Buffalo, N. Y., 1895; A. B., Bates College, 1902; Ph. D., Brown University, 1918. Principal of Woodbury High School, Woodbury, Conn., 1906-1913; of Port Jefferson High School, Port Jefferson, N. Y., 1913-15; Assistant in Biology, Brown University, 1915-17; Oliver Cromwell Gorton Arnold Biological Fellow, 1917-18.

Dr. Charles W. Mixter, formerly of the University of Vermont, succeeds Dr. A. W. Calhoun in the Department of Political and Social Science, and will be Assistant Professor of Economics. Dr. Mixter has been engaged as an industrial engineer in New Haven, where he was lecturer on industrial management at the Sheffield Scientific School, and has also been with the Dennison Manufacturing Co., at Framingham, and the Industrial Service and Equipment Co., at Boston. He is a teacher of experience in general economics, and has also taught government and constitutional law. Dr. Calhoun goes to the University of Kentucky, to occupy a chair in Sociology.

THE FACULTY OUTSIDE THE COLLEGE, 1917-18

The following is the list of publications, lectures, papers, etc., of members of the teaching force of the College since May 15, 1917.

PUBLICATIONS

PRESIDENT EDMUND C. SANFORD. The Pilgrim and Psychology. *The Unpopular Review*, October, 1917.

DEAN JAMES P. PORTER. A Growing Sense of New Values. *Waynesburg College Bulletin*, July, 1917.

PROF. G. H. BLAKESLEE. Will Democracy Alone Make the World Safe: A Study in the Foreign Policy of Democratic States. *Proceedings of the American Antiquarian Society for 1917*, pp. 358-374. Reprinted with slight changes, *Journal of Race Development*, April, 1918.

America's Interest in the Re-making of the Map of Europe. *The Community Forum*, Dec., 1917, pp. 16-19.

A Selected List of Books on the Present War (Editor). *Journal of Race Development*, July, 1917, pp. 48-78.

PROF. H. D. BRACKETT. An Alleged Blemish in the Antigone of Sophocles, in *The Classical Journal*, vol. 12, no. 8, May, 1917.

PROF. A. W. CALHOUN. *Social History of the American Family*, vols. I and II, Arthur H. Clark Co., Cleveland, Publishers. Vol. IV in press.

PROF. P. H. CHURCHMAN. The study of French Literature, in the *Modern Language Journal*, Nov., 1917.

Learning by Teaching, in the *Educational Review*, Jan., 1918.

PROF. L. R. GEISSLER. The Affective Tone of Color-Combinations. *Studies in Psychology: Titchener Commemorative Volume*, pp. 150-174, June, 1917.

Association-Reactions Applied to Ideas of Commercial Brands of Familiar Articles. *Journal of Applied Psychology*, pp. 275-290, Sept., 1917.

A Plan for the Technical Training of Consulting Psychologists. *Journal of Applied Psychology*, pp. 77-83, March, 1918.

PROF. F. H. HANKINS. Is a Permanent Peace Possible? *Journal of Race Development*, April, 1918.

Excess Profits Taxation, the War Finance Corporation and Reconstruction After the War. *The Public*, April 13, 1918.

Some forty articles on social developments of the year for *The New International Year Book* (Dodd, Mead & Co.).

Review of Bonger's "Criminality and Economic Conditions." *Political Science Quarterly*, vol. 32, pp. 634-638.

LECTURES AND ADDRESSES

PRESIDENT EDMUND C. SANFORD. Address before the Franklin Co. Teachers Association at Greenfield, Mass., Oct. 5, 1917, on Memory Quacks and Memory Doctors.

After-dinner Address at the Bohemian Club, Worcester, Dec. 20, 1917.

Lecture at Cornell University, on the Psychology of Deception, Jan. 8, 1918.

Address before the Association of American Colleges at Chicago, Jan. 11, 1918, on the Three-Year-Course.

Address at Leominster, Mass., March 18, 1918, on Edward Rolland Sill.

Address before the High School, Gloucester, Mass., on the Value of Higher Education. March 28, 1918.

Paper before the St. Wulstan Society, March, 1918, on the Psychology of Deception.

DEAN JAMES P. PORTER. Report on An Experimental Study of Learning in Eighth Grade Pupils and University Students. American Psychological Association, Pittsburg, Dec., 1917.

Courses in Mental Pathology and The Psychology of Religion, Indiana University, July 8-August 10, 1917.

"How Animals and Children Learn," Illustrated. Public Lecture Course, July 29, Indiana University.

Four addresses on The Psychology of Religion and the War, at Worcester Polytechnic Institute, Nov., 1917.

PROF. G. H. BLAKESLEE. America's Stake in the War. Wesleyan University, Middletown, Conn., June 18.

The Problems Involved in the Settlement of the World War. Wednesday Morning Club, Pittsfield, Mass., August 8.

America's Interest in the Re-making of the Map of Europe. Opera House, Northampton, Mass., Oct. 7; Reading, Mass., Oct. 23; Brookline Teachers' Club, Brookline, Nov. 5; Opera House, Brockton, Nov. 25; Portland, Maine, Dec. 16; Concord, N. H., Jan. 27; Melrose, Mass., Feb. 3; Williston Seminary, Easthampton, Feb. 27; Bridgewater, Mass., March 31.

Will Democracy Alone Make the World Safe: A Study in the Foreign Policy of Democratic States. American Anti-quarian Society, Annual Meeting, Oct. 17.

The Defeat of Germany: Will This Alone Bring World Peace? Concord, Mass., February 17.

The Aims of the War. Y. M. C. A., Camp Devens, Dec. 3.

The Monroe Doctrine. Social Science Club, Newton, Mass., Dec. 11.

South America and Its Relations to the United States. Fall River, Jan. 14 and April 18; Men's Brotherhood, Union Church, Worcester, April 21.

Red Cross Addresses: Webster, May 20; Paxton, 21st; Rochdale, 22nd.

Memorial Day Addresses: Classical High School, Worcester, May 29.

PROF. H. D. BRACKETT. The Present and the Future of Greek in New England Secondary Schools, at the New England Classical Association meeting, Windsor, Conn., March 22, 1918.

PROF. A. W. CALHOUN. The Principles of Socialism, before Swedish Society in Eagle Hall, Worcester.

The Socialist Movement, before Swedish Branch, Socialist Party of Worcester.

PROF. I. A. FIELD. A series of ten lectures on Military Hygiene to members of the Worcester Home Guard, under the auspices of the Y. M. C. A., in Whittall Hall, Boys' Club Building. The subjects of the lectures given since May 15 are as follows:

May 18, Preventable Diseases; May 25, Clothing and Equipment; June 1, Water Supply; June 6, Foods and Their Preparation; June 8, Sanitation of Posts, Barracks and Transportation; June 13, Hygiene and Sanitation of Marine Camps and Battlefields; June 15, Alcohol and Venereal Disease.

Sea Mussels as Food, an illustrated lecture at Bethany Congregational Church, Nov. 12. (a) Utilization of Unutilized Marine Food Products. (b) The Food of Shellfish and Its Significance. In absence of writer, read by Chairman of Fisheries Investigation Committee before the Tenth Annual Convention of the National Association of Fisheries Commissioners, May 15, in Richmond, Va.

PROF. L. R. GEISSLER. Course of Lectures on various phases of Experimental Psychology, at Wellesley College, from October to May.

PROF. F. H. HANKINS. The Prospects for an Enduring Peace, a talk to the High School Teachers' Club, January 28, and to the Men's Club of All Souls Church, Feb. 4.

Nature versus Nurture in Relation to Social Policy, a talk to the Adams Square Baptist Men's Club, Dec. 1, 1917.

PROF. A. J. UPPVALL. Education for Citizenship. Providence, R. I., Dec. 15, 1917.

The Italian Renaissance. Worcester, Mass., Feb. 8, 1918.

Conflicts and Crises in Strindberg's Life. Springfield, Mass., Mar. 30, 1918.

MR. L. D. WHITE. Three Lectures on the New Map of Europe, before the Acton Woman's Club.

MISCELLANEOUS SERVICES

PRESIDENT EDMUND C. SANFORD. Assisted draftees in filling out questionnaire, as deputy legal aid.

PROF. G. H. BLAKESLEE. Represented Clark University at the annual meeting of the Association of American Universities, Iowa City, Iowa, 9-10 November.

Attended the "Win the War for Permanent Peace Convention," held in Philadelphia, 15-17 May, under the auspices of the League to Enforce Peace. Re-elected a member of the National Committee.

At present giving half-time to government research work.

PROF. H. D. BRACKETT. Appointed chairman of a committee of five, representing the colleges and secondary schools of New England, to study the question as to the future of Greek in New England education.

PROF. A. W. CALHOUN. Course of twenty lessons in Banking, for Worcester Chapter, American Institute of Banking.

PROF. I. A. FIELD. July 1-Sept. 15, A reconnaissance of the mussel beds on the north Atlantic coast was made to determine the available food supply. Nov. 1, Investigations concerning the introduction of the sea mussel to our markets as a food product. These investigations were done for the U. S. Bureau of Fisheries.

Served as member of the Fisheries Investigation committee of the National Association of Fisheries Commissioners.

PROF. L. R. GEISSLER. Managing Editor of the *Journal of Applied Psychology*.

Chairman of Committee on Publications in Applied Psychology of the American Psychological Association.

PROF. R. H. GODDARD. Since Feb. 1, 1918, engaged in research work for the government under the direction of the Smithsonian Institution.

PROF. F. H. HANKINS. Chairman, Organization Committee, The Community Forum of Worcester.

Judge of Junior-Senior Debate, Holy Cross College, May 28, 1918.

PROF. C. B. RANDOLPH. Re-elected treasurer of the Public Education Association and re-appointed chairman of the Committee on School Organization.

PROF. G. F. WHITE. Will work on war problems this coming summer at the Hygienic Laboratory, Washington, D. C.

IN MEMORIAM CHARLES RANDALL LIVERMORE

"It is not easy, even in war-times, to associate death with alert, active, young manhood, and the report that Charles R. Livermore had been killed in France came to us all with the strongest sense of shock. Here was the first of our student-body to lose his life on foreign soil. Only last year he had been with us, a very vital personality, and it is hard to believe he can never come back to tell us, in his modest way, of his experiences at the front.

"The present writer has the most vivid recollection of Mr. Livermore. I can see him in the chair he invariably occupied as a member of English 4; I remember his genuine interest in literature, an interest he shared mutually with his mother, between whom and himself there existed an intense and beautiful affection; and I remember the shy, half-hesitant way in which at just about this time last spring he came to 67 to bid me what we neither of us then suspected to be a final farewell. Only a few weeks ago I received a letter from him full of those bits of personal comment and intimate description which bring the writer directly before one. 'I'm writing this letter out in a cow lane with my back to an old apple tree. There are no less than a million song-birds (it is too bad I do not know the French warblers) making music. They almost drown the rumble of guns on the front to my left.' In another place he writes, as it were, fatefully: 'Yes, I heard of Richter's death thru True, who heard of it thru Lindsey. Richter was a nice chap, and his death made me ask myself, "Who's next?"'

"We shall never forget Mr. Livermore here at the College—while he was with us he lived so close to the splendid ideals of good scholarship and good fellowship Clark sets for her sons. Long years after America's triumph over the brutal German autocracy he will still be with us, one of our fine, sad memories."

(The above was written by Dr. L. H. Dodd. Following is an

extract of a letter received by Mr. Livermore's mother from Corporal Shelton Wright of the United States Army Ambulance Service, dated May 1, 1918.)

Charles has probably written you much of the section being made "Mobile." A mobile section is used mainly for attacks. We were hurried up to this——front while the Boche were at the height of their advances about five weeks ago. There was a period of heavy work and then two weeks of repose back in a quiet little French village. All of us took full advantage of resting and walking around a lovely part of France. Then the buds and flowers were beginning to come out. One morning I remember Charlie took me about a mile away to see a flower garden near one of the very old patron farms. I have never known a person to so greatly love flowers—and in fact anything beautiful.

On April 23rd orders came to move to the edge of a large city that is a central point for both the English and French troops. I only wish it were possible to mention names. We arrived in the early evening and slept in our ambulances parked in what was a State Insane Asylum before the war. Even now the grounds are quite lovely. All of us enjoyed watching a heavy air raid upon——and in seeing three Boche avions caught by the searchlights. The first thing next morning Charlie took me down to see a bed of pansies.

At noon our duties began in connection with another American section. The best French and English attacking troops held one of the most violently contested sectors. Against them were the best Boche storming regiments—including even the Prussian Guards. Any description of mine would utterly fail to picture the horrors of the attacks and counter-attacks. Some of the French troops we worked in connection with had experienced even two Verdun offensives and they said without a doubt this was the most frightful battle ever known. Our section was on duty constantly for three days and nights.

You cannot begin to feel proud enough of the bravery and courageous work Charles did. The wounded were carried by stretcher-bearers to a ruined village within sight of the Boche

lines. Night and day they continued to shell the place with big shells and shrapnel. Within twenty-four hours the village was wiped out. It was at the end of the road. Nothing could go further and nothing but our ambulances went that far during the daylight. Neither the French nor the English ambulance sections would go out. And there the poor devils lay blown to pieces as I have never before imagined possible. Any person with the least bit of humanity in him, could not refrain from doing all in his power to get the wounded back to attention most needed. No work could have been more noble than the work Charles gave his life to. At all times he was ready and eager to do everything within his strength and power. Deeply do all of us feel the loss of such a comrade.

The roads were lined with French and English batteries. Everywhere in the fields were trenches and machine gun pits filled with troops in reserve. Consequently the roads were shelled very heavily. All along the roads one saw the wreckage shells had made upon men, horses and vehicles. We had fifteen cars hit in the three days.

If I remember correctly, about midnight of the second night a call came for extra cars. The two cellars were filled with blessés and they were being piled on the street that was then being shelled so that a trip into the village seemed like suicide. But there the Moroccans, English and French lay—crying and begging to be carried out—and being wounded further while waiting. It was actually enough to break one's heart and drive one mad not to be able to get them all out at once. And all along the roads were others begging to be taken. We were carrying as high as eleven each trip instead of the usual load of five. They hung on the fenders and often fell over in a faint when the post was reached.

I think six cars arrived at the post about at once. We fell on the ground each time a shell whizzed closely. Most of the shells were the Austrian high velocity ones that could scarcely be heard in time to lie flat. We went down into a wine cellar that was used as the post. There was at least partial protec-

tion. At about 3.00 A. M. the bombardment was such that they could load my car and send me off. Charles was perfectly cool and quiet—a man in the fullest sense of the word.

When it was his turn to load, he had to show a French corporal which was his car. Two other Americans went into the then ruined street at the same time. The corporal and Charlie passed around a car that had previously been hit. They passed on the right side and the other two on the left. At the same instant a shell struck directly in front. The corporal was badly wounded. And I am thankful to say that your son did not suffer a bit of pain. Two slight head wounds caused immediate death. The doctors did all in their power, but without result. Death came peacefully and free from any suffering.

The casket was draped with a large American flag. Because of his love for flowers, the boys gathered a large quantity of both wild and cultivated flowers. These they made into wreaths and sprays that were really lovely. An English clergyman took charge of the service. As the casket was lowered a bugler blew "taps." The boys remained at the cemetery and saw to it that the grave was carefully and plainly marked.

Charles gave his life in providing comfort and mercy to the ones frightfully needy. Such a life it is sad to end so abruptly in this world. But the reward God gives in heaven is the goal we all aim at and the goal he attained. A man's life can accomplish no greater results.

IN MEMORIAM BENJAMIN FRANKLIN SMITH

We are pained to record the death by accidental drowning in the Delaware Water Gap on June 16 of Benjamin Franklin Smith, '14. The circumstances are thus related by Principal John C. Sharpe, of Blair Academy, Blairstown, N. J., with which Mr. Smith had been connected for the last three years:

"Mr. Smith was spending the day at the Gap enjoying a much needed rest after his busy year of devoted work. He spent most of the morning on the porch at the hotel in play with a little boy whom he had attracted to him by his well-known interest in children. At twenty minutes to twelve he went down to the boat landing and rented a canoe for the few minutes before luncheon. He was seen by many people on the water, but you will be most interested in the account of the Rev. Dr. Niles, of Atlantic City. Dr. Niles told me that he noticed how bright and active Mr. Smith was and how he seemed to enjoy his canoe. He saw Mr. Smith paddling in the part of the river near the rapids. He looked away a moment and when he looked back he saw Mr. Smith struggling in the water and in a moment he was carried down out of sight in the rapids."

Though search was made without delay the body was not found until the evening of the nineteenth, Principal Sharpe having meanwhile offered a large reward for its discovery, and then at a point a mile or more from the place where the canoe was overturned. On the evening of the twentieth memorial exercises were held at Blair Academy and the next day the body was brought by Mrs. Smith and her brother to Vergennes, Vt., where simple services were held at Mrs. Smith's home, at which Professor Prentiss C. Hoyt was present as a representative of the College. Besides his widow Mr. Smith left also a brother in service overseas and a sister, Mrs. L. S. Emerson, of Lowell, Mass.

Smith will be remembered at College for his warm heart, his

enthusiasm and his intense interest in things cultural. He was active in College undertakings, editor of the *Clark College Monthly* during one of its best years, and a participant in the public speaking contests and dramatics of his time, for which he had talent and training far above the average.

The death of a young man at the opening of his career is always a tragedy—relieved and illuminated when his life is given in a great cause, but black and unrelieved when his life is lost in the chance operation of the blind forces of nature. Mr. Smith had every reason to look into the future with hope and confidence. The difficulties and hindrances which had beset his earlier course were out of the way; he had been recently and very happily married; he had made a place for himself in the institution with which he was connected. Of his work at Blair and of his character, Principal Sharpe says: "During Mr. Smith's three years of service at Blair Academy he was always looking forward to higher attainment in service. He was satisfied only with growth. During his last moments with us he was discussing new methods for his next year's work . . .

"His personal interest in every boy was very marked. In fact, this interest extended to all he met. At the Water Gap, a short time before his death, he was talking with one of the hotel employees, who, attracted by his genial manner, wondered who the man was who should take such an interest in him. Mr. Smith's especial desire was to make every person whom he met a little happier."

THE COLLEGE IN THE WAR

(The RECORD is particularly anxious to keep this section accurate and up-to-date, and most earnestly requests corrections and additional information.)

STUDENTS AND ALUMNI IN SERVICE

Harry Albert was called under the draft early in June.

Edwin E. Aldrin, 1st Lieutenant, for a time with the 72nd Reg., Bat. 3, Coast Art. Corps, Fort Preble, Maine; now giving instruction in the ground school for aviators, Massachusetts Institute of Technology, Cambridge, Mass.

F. E. Alexander, commissioned 2nd Lieutenant June 6, 1918, Quartermaster Corps, 114 34th St., Newport News, Va.

Adolph Anselmi, 1st Lieutenant, has reported his safe arrival overseas as a member of the 339th Infantry, 85th School Detachment.

H. H. Appledorn, Private, Chemical Service Section, 3810 Jenifer St. N. W., Chevy Chase, Washington, D. C.

L. L. Atwood, Acting Sergeant-Major, in France.

Byron W. Barker was made Corporal January 1, 1918, and sailed about the last of April for France. Machine Gun Co. 328, Infantry, 82nd Division.

Douglas Basnett, located at U. S. Base Hospital No. 6 in France, has been made Captain.

G. C. Basset, Captain, Division of Psychology, Base Hospital, Camp Logan, Texas.

Eugene S. Belisle, 1st Lieutenant, M. R. C., 2nd Bat., Co. D, 10th Engineers, A. E. F.

Karl Bigelow has been promoted to the grade of Chief Yeoman in the navy; now at Headquarters Naval Reserve Recruiting Station, New Haven, Conn.

Robert W. Bodfish, Private, S. S. U. 647, Convois Autos, par B. C. M., France, with French Army.

Ralph H. Bullard, Machinist Mate, 2/c, U. S. N. R. F., Fuel Oil Testing Plant, Philadelphia, Pa.

Samuel F. Bumpus, Building Secretary, Y. M. C. A., Hut 29, Camp Devens.

Guy H. Burnham enlisted early in June and was detailed for study at Wentworth Institute, Boston.

Arthur W. Burt, Private, S. S. U. 647, Convois Autos, par B. C. M., France, with French Army.

Elijah Caldwell, ex-Clark, was recently killed in action in France.

C. C. Callis, 2nd Battery, 4th Artillery Officers' Training School, Camp Taylor, Ky.

R. H. Cannon, Flying Cadet, Barrack A, Call Field, Wichita Falls, Tex.

Fred W. Chaplin, Private, 30th Balloon Co., Aviation Signal Corps, Fort Omaha, Omaha, Neb.

Howard E. Chase has been made Corporal.

Edwin L. Clarke, 2nd Lieutenant, is located at Fort McHenry, Md., General Hospital No. 2.

Harold C. Cochran, Ensign, U. S. S. California, care of Postmaster, N. Y. City.

F. E. Cole, 2nd Lieutenant, Aviation Section, S. R. C., Kelly Field No. 1, San Antonio, Tex.

William R. Cook, 27th Co., 7th B'n, 152 Depot Brigade, Camp Upton.

Charles E. Coyne is connected with the Ordnance Department.

R. F. Curtis has been commissioned Captain in the Coast Artillery now located at Fort Banks, Winthrop, Mass.

Roy M. Cushman is Field Director for the American Red Cross at Camp Devens.

Harold J. Cutler, 1st Lieutenant, Dental Reserve Corps, 302 Field Signal B'n, 77th Division, A. E. F., via New York.

E. R. K. Daniels, Private, Co. 39, 10th Bn., 153 Depot Brigade, Camp Dix, N. J.

Clarence O. Davis, Private, is with the Estimates and Requirements Section, in Washington, D. C.

Glenn M. Davis, Sergeant, Interpreters Corps, Headquarters Co., 147th Field Art., A. E. F.

Walter N. Davis, Private, S. S. U., 624, Convois Autos par B. C. M., France. With the French Army. Wounded June 9; returned to service July 30, 1918.

P. R. Dawson, Bat. Sergeant Major, is in the Central Officers' Training School, Camp Lee, Petersburg, Va. Address, 5th Co., 2nd Bn.

P. S. Donnell, 1st Lieutenant, Signal Reserve Corps, Co. C, 322nd Fld. Sig. Bn., A. E. F.

Earl T. Dunham, Private, Section 646, U. S. Army Ambulance Service with the French Army. S. S. U 646, par B. C. M., Paris.

Edward Earle, ex-1910, has been commissioned a Lieutenant in the Marine Corps.

Ralph W. Ellis, Medical Enlisted Reserve Corps, subject to call. Serving as interne at the Worcester City Hospital.

A. H. Estabrook, 1st Lieutenant, is now at Camp Gordon, Ga., 11th Tr. Bn., 157 Depot Brigade.

Lewis W. Everett, Sergeant, in January left the Vosges Mountains and was then appointed a "town major" by the French Government.

W. J. Fay, 1st Lieutenant, has returned to the United States.

A. Glennon Flagg, Private, Medical Department, U. S. A., Brady Laboratory, Yale University. Enlisted July 9, 1918.

Harold F. Fuller, Gunner's Mate, 1st Class, Ordnance Department, is with the Crucible Steel Co., Harrison, N. J.

John H. Fullerton has enlisted in the Merchant Marine Service and is attached to the U. S. S. Governor Dingley, E. Boston.

Geo. E. Gage, Captain, Sanitary Corps, Fort Leavenworth, Kansas, in charge of Wassermann examinations, Central Dept., U. S. A. Promoted to Captain, June 14, 1918.

Carroll N. Gibney, 3rd Co., 152 Depot Brigade, Camp Upton, L. I.

Maynard L. Ginsburg enlisted in March of this year, and left for Europe in May. His present address is Co. B, 11th

M. G. Bn., 4th Division (Reg.), A. E. F.

Arthur B. Giroux, 2nd Lieutenant, Adjutant General's Department, Base Section No. 5, A. E. F., U. S. A., P. O. 716.

Roland J. Godfrey, Sergeant, 354th, 89 Div., Infantry, A. E. F.

Myron E. Goldblatt, Private, Medical Corps, 313 Infantry, Sanitary Detachment, A. E. F.

E. A. Harrington, 1st Lieutenant, has been for some time at Glenburnie, Md., in charge of the rifle range.

Henry S. Haskins, special investigator in the office of Major-General Goethals, War Department, Washington, D. C. Address, 11 Hesketh St., Chevy Chase, Md.

Robert B. Hunt, 1st Lieutenant, M. R. C., Ambulance Co. No. 429, Camp Greene, Charlotte, N. C.

Archibald Husband has been called for the army after passing the bar examinations, and has entered training at Camp Dix, N. J.

Carl Johnson, 2nd Lieutenant, Battery B, 330 F. A., Camp Custer, Mich.

Hugo P. Karlson, Private, Brown Training Detachment, Brown University, Providence, R. I.

Edmund R. Laine, Jr., is awaiting a call to active service as chaplain in the National Army.

John H. Larned, made Captain, Feb. 19, 1918.

Lester C. Leach, Private, of the Headquarters Co., 101st Inf., 51st Brig., 36th Division, was reported some time ago as slightly wounded in action in France.

C. R. Livermore, who went as an ambulance driver with the Clark Ambulance Unit, was killed while on active duty at the front on April 26.

G. A. Lundgren was called under the draft late in May, going to Camp Devens, Mass.

Israel Lurier, 1st Lieutenant, M. R. C. Attached to the British Medical Service. Address 2nd Training Brigade, Blackpool, R. A. M. C., No. 3 Camp, In care of Liaison Office, U. S. Army, Adastral House, Victoria Embankment, London.

George Lusk, ex-1911, was commissioned as a Lieutenant after completing the 2nd Plattsburg Officers' Training School at Plattsburg and has been stationed at the Holt factory in Peoria, Ill.

Robert H. Luther graduated from the 3rd officers' training camp at Camp Devens, and has been transferred to the 23rd Co., 2nd Rep. Reg., Infantry, Camp Gordon, Ga., with the rank of 2nd Lieutenant.

Robert Kirkpatrick, Captain in the Canadian forces, was appointed June 3, 1918, by His Majesty King George V to be a Member of the Most Excellent Order of the British Empire for services in connection with the war.

Clinton N. Mackinnon, 1st Lieutenant, A Co., Provisional Bat., Infantry, Camp Perry, Ohio. Special Duty as Quartermaster of Student Officers' Camp, Small Arms Firing School.

J. W. McCrillis has been commissioned 2nd Lieutenant in the U. S. Aviation Corps. Present address, Camp Dick, Dallas, Texas.

John R. McCurdy, Battery F, 12th F. A., A. E. F.

I. E. McDougale is Assistant Paymaster in the Construction Division of the U. S. Army. Address, 183 Tradd St., Charleston, S. C.

Henry C. Marble, Captain, M. R. C., Base Hospital No. 6, A. E. F.

Leland C. Maynard, Private, Base Hospital No. 66, A. E. F. Enlisted August 18, 1917.

Earl G. Mellor, after several efforts to enlist in which the examining doctors found fault with his eyes, has been passed by the draft board physicians and is awaiting a call to service.

Roy S. Melvin, Seaman 2/c, U. S. N. R. Lately at Hingham, Mass., for training. Enlisted June 19, 1918.

G. A. Morlock, Sergeant, Co. F, Ordnance Supply School, Camp Hancock, Ga.

P. G. Neal has been commissioned as an Ensign.

E. W. Nelson, called under the draft late in April, has been made Sergeant, Camp Devens, Mass.

Albert F. Norris, Ensign, U. S. Naval Aviation Detachment, Massachusetts Institute of Technology, Cambridge, Mass.

Frank T. Oberg, 1st Lieutenant, M. R. C., Medical Department, Anti-Aircraft Machine Gun Battalion, Camp Wadsworth, S. C.

Merrill P. Paine has enlisted in the sanitary corps of the Army and went to camp June 24th.

Frank W. Peters is employed in the Construction Division of the Quartermasters Corps in Washington, D. C. His address is 1222 Kenyon St. N. W.

Harold F. Pierce, Captain, Sanitary Corps, Medical Research Laboratory, Field No. 1, Mineola, L. I., N. Y.

Samuel Pitlik, Private, 7th Co., 2nd Bn., Depot Brigade, Camp Devens, Mass.

C. C. Pratt, Corporal, Army Signal School, U. S. P. O., 714, A. E. F.

Robert E. Rockwood, Ensign, U. S. Naval Air Station, Dunkirk, France. In care of Postmaster, N. Y. City.

R. P. Russell has enlisted in the Marine Corps.

Edward A. Ryan is Expert Agent with the Bureau of War Risk Insurance, Washington. Headquarters, New National Museum, Washington.

Abraham G. St. John is a Cadet at the ground school for aviators at Princeton University.

Israel J. Sarasohn is one of seven Jewish Rabbis commissioned as Chaplains in the American Army.

J. W. Savage, Private, 3rd Signal Service Co., University of Vermont, Burlington, Vt.

William R. Sherman left Clark University early in June, called in the draft.

E. H. Simmerer has been commissioned as an Ensign.

Harold H. Sloan, Corporal, 24th Co., 6th Tr. Battalion, Depot Brigade, Camp Devens, Mass.

D. C. South, ex-Clark, has been called in the draft and gone to Camp Devens.

Horace K. Sowles is 1st Lieutenant in the Medical Reserve Corps at the Base Hospital, Camp Devens, Mass.

Arthur C. Taft, Private, Ordnance Depot, U. S. A. P. 6, A. E. F.

L. S. Thompson, called under the draft, went to Camp Devens, April 29, 1918.

T. G. Thompson, 1st Lieutenant, Arsenal (Gas Production), 311 W. Monument St., Baltimore, Md. Lieutenant Thompson was severely "gassed" while experimenting with mustard gas in the laboratory of a large western university, but has happily recovered.

Khahil A. Totah, Y. M. C. A. work, 12 Rue d'Agnesseau, Paris, France.

F. V. Uhrig has been commissioned as an Ensign.

Philip D. Wesson, 1st Lieutenant, who has been on duty elsewhere, has been transferred to Camp Devens.

Raymond H. Wheeler, 1st Lieutenant, Camp Borvie, Fort Worth, Tex.

Cecil R. Williams reported sick in a hospital in England.

Harold D. Woodbury, 2nd Lieutenant, Quartermaster Officers' Reserve Corps, U. S. A., P. O. 702, A. E. F.

The following statistics, tho only approximate, since our "war records" necessarily change from day to day, indicate the distribution in rank of Clark graduates in service. These lists were prepared from data received up to July 5, 1918.

Captains.....	10
Ensigns.....	4
1st Lieutenants.....	18
2nd Lieutenants.....	14
Regimental Sergeant-Major.....	1
Battalion Sergeant-Major.....	1
Sergeant-Major.....	1
Sergeants.....	7
Corporals.....	4
Flying Cadet.....	1
Privates.....	64
Total.....	125

Y. M. C. A. workers, government chemists, and others employed directly in government war work number 27.

FACULTY IN SERVICE

It is understood that Dr. N. S. B. Gras is seeking leave of absence from his new position in the University of Minnesota in order to continue his very important government work in Washington.

Dean James P. Porter has been commissioned as a captain in the Sanitary Corps and left Worcester on August 6 to take up work in the Medical Research Laboratory, Mineola, L. I., N. Y.

Captain Leslie C. Wells has been relieved of command of the 2nd Development Battalion at Camp Devens and assigned to a company which may see more active service.

Mr. L. D. White has taken up work in the War Risk Insurance Bureau in Washington, pending his entrance into the Artillery Officers' Training School at Camp Taylor, Ky.

Dr. Philip H. Churchman has been giving instruction in French at Silver Bay on Lake George to Y. M. C. A. secretaries preparing for service abroad.

Mr. Ernest R. Whitman and twelve Clark undergraduates are taking the Plattsburg training this summer in preparation for service with a unit of Students' Army Training Corps at Clark next fall.

ALUMNI NEWS

JUNE WEDDINGS

June 10. Lieut. A. Anselmi and Miss Grace C. Jones, of Worcester.

June 15. Prof. Haven D. Brackett (of the Faculty) and Miss Marion Gaillard, of Worcester.

June 15. Dr. Burton N. Gates and Miss Winifred Carpenter, of Amherst, Mass.

June 20. Ward L. Johnson and Miss Katherine E. Works, of Fitchburg, Mass.

June 25. Charles B. Shaw and Miss Dorothy Joslyn, of Worcester.

ENGAGEMENTS

Prof. Axel J. Uppvall (of the Faculty) and Miss Alma M. Johnson.

Douglas F. Miner and Miss Marion L. Townsend.

Merrill P. Paine and Miss Alice D. Van Nuys.

Frank V. Uhrig and Miss Ruth Holmes.

Roger E. Brooks and Miss Ruth M. White.

George Lusk, ex-1911, and Miss Helen Chubbuck, of Peoria, Ill.

BIRTHS

To Mr. and Mrs. Perlie P. Fallon, a son.

To Mr. and Mrs. Hiram N. Rasely, twin daughters.

To Dr. and Mrs. Edward Darby, a son.

To Mr. and Mrs. C. David Johnson, a son.

NOTES

At the recent Commencement Clarence D. Wright and W. W. G. Hastings were the only representatives of the class of 1908—the 10-year reunion class, tho no formal reunion took place.

Walter G. Butler is at present living at 25 King Street, Worcester, and is assisting his father in the wholesale stationers' business.

T. Nakanishi visited the College during Commencement

week, en route to England, where he is to represent a Japanese business house.

Charles B. Shaw is to teach next year in the State Normal College, Greensboro, N. C.

N. A. C. Smith, '09, who is in government service in Pittsburgh, Pa., gives the following address: c/o U. S. Bureau of Mines, Petroleum Division, 4800 Forbes Street.

Lieut. T. G. Thompson was granted the Doctor's Degree at the University of Washington in June.

Lawrence Smith is to teach next year in Carroll College, Waukesha, Wisconsin.

Constantine Soteriades reports the change of his name to Sottery.

Eugene A. Darling is in service as Spanish censor in the Post Office Department in New York. Present address: 315, 30th Street, Woodcliffe-on-Hudson, N. J.

Winthrop M. Burke is in the employ of E. I. du Pont de Nemours & Co., as chemist. Address: Riverside Club, Pennsgrove, N. J.

John Laimbeer Peckham was ordained a deacon of the Episcopal Church in St. Agnes's Chapel, Trinity Parish, New York City, on April 11, 1918.

Irving A. Hinkley, Joseph Talamo and Archibald Husband have recently passed the bar examinations.

Harold L. Fenner has been elected second vice-president of the Worcester Teachers' Association.

Edward B. Fenn has been studying Psychology and Sociology at the Summer Session of Columbia University.

Harry J. Meleski has been serving as a swimming instructor at the Indian Lake Playground, Worcester.

Maxwell B. Seder has been granted a \$500 fellowship in political science and sociology at the Carnegie Institute, Pittsburgh, Pa. Mr. Seder and his younger brother who enters Clark this fall have been taking military training during the summer at the New England College Training Camp at Williams College.

W. W. Evans has accepted a call to the Union Church in Tamworth, N. H.

Floyd A. Ramsdell is Sales Manager of the Lincoln & Parker Film Co. Address: 14 Shirley St., Worcester, Mass.

Francis C. Sumner's summer address is Ocean Beach, New London, Conn.

Harold H. Blanchard was a student at the Harvard Summer School and has been University Scholar in the Harvard Graduate School for 1918-19.

W. C. Besselievre received the degree of B. D. from the Hartford Theological School in May, 1918, where he also took the Bennett-Tyler Prize in Systematic Theology. He is now in charge of the Congregational Church at New Rockford, N. D. Mr. Besselievre is the proud father of three sons.

Edmund R. Laine, of Christ Church, Springfield, Mass., has been called to Calvary Church, Columbia, Mo., but has declined. Mr. Laine is acting as editor of the *Pastoral Staff*, the diocesan paper of the Episcopal Diocese of Western Massachusetts.

Thomas I. Brown, after some strenuous weeks of teaching in a summer normal school, is filling out the summer in agricultural war service in charge of a camp of Atlanta University students who are working in the tobacco fields of Connecticut.

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